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ABSTRACT

A major statewide survey was conducted to establish comprehensive, baseline information regarding arts education in the public school districts of Arizona. This report documents the findings and serves as a standard against which to measure future changes as well as a guide or starting point for responsible planning in order to effect intelligent, qualitative change for arts education in Arizona public schools. The findings are reported in three major sections: a Superintendents' Section, a Budget Section, and an Arts Section. Each section contains specific tables, charts, and commentaries relating to programs in creative writing, dance, drama/theater, music, traditional/ethnic arts, visual arts, and integrated arts. The superintendents section contains information relevant to how superintendents view community support for the arts; numerical details about exemplary or innovative arts programs; and a list of immediate and long range needs for the improvement of arts instruction. The budget section contains fiscal information relevant to overall and specific programs. Finally, the arts section addresses such issues as content, scheduling, personnel, certification, evaluation, instructional space and furnishings, and curriculum development. (KM)

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THE FINAL REPORT: FINDINGS OF THE FIRST STATEWIDE SURVEY ON THE STATUS OF ARTS EDUCATION IN ARIZONA PUBLIC SCHOOLS

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PHOENIX, ARIZONA 1988

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INTRODUCTION

The major purpose of this statewide survey was to establish comprehensive, baseline information regarding arts education in the public school districts of Arizona.

The findings of the survey as contained in this report are to serve as a standard against which to measure future changes, and as a guide or starting point for responsible planning in order to effect intelligent, qualitative change for arts education in Arizona public schools.

In this regard, this study is in keeping with recent and current efforts of the National Endowment for the Arts, the U.S. Office of Education, and national, professional arts education associations.

HOW THIS SURVEY WAS DEVELOPED

This project was initiated in the Fall of 1987 as a partnership effort of the Arizona Commission on the Arts and the Arizona Department of Education. Throughout November and December of 1987, a survey form was developed by the Palo Verde Research Associates in cooperation with the Arizona Commission on the Arts and the Arizona Department of Education and in conjunction with nineteen Arizona agencies concerned with arts education. (See Appendix A for complete listing).

A broad range of community and educational leadership was consulted. Educators, for example, were represented by the leadership of the State Board of Education, the Arizona Department of Education, the School Administrators Association (principals and superintendents), arts education associations, arts education supervisors, colleges and universities, the association for gifted and talented learners, and teachers and / or supervisors at all levels. Parents, arts center personnel and community and business leaders were involved through the Coconino Center for the Arts, the Arizona State University Gallery, Very Special Arts Arizona, and Arizonans for Cultural Development.

Survey topics included such issues as enrollments, certified personnel, programming, scheduling, staffing, curriculum development, inservice opportunities, use of outside agencies, community support, facilities, resources for the arts and budget.

The final survey consisted of seventy-four specific items directed towards gaining information about seven arts content areas: creative writing, dance, drama / theatre, music (vocal, instrumental band, instrumental orchestra and general music), traditional / ethnic (folk) art, visual art and integrated arts (combinations of several arts into one course of study). (See Appendix B for copy of survey).

RESEARCH PROCEDURES

The survey was mailed to 209 Arizona public school district superintendents in January of 1988 and, during the spring semester, 62% of the district administrators returned the survey forms as requested. Of those responding, 121 58% of the total number of districts) provided useable data for analysis. These districts serve 400,207 or 73% of Arizona's students at the elementary, junior and senior high school levels.

The survey was designed to be completed by the district level superintendent and / or various district level persons. In some of the small districts, a head teacher and / or school district principal may have been the individual to respond; in other districts, assistant superintendents, financial or budget directors, arts supervisors, principals and secretaries, as well as others, may have participated. In the end, the superintendent's signature (or that of a person so authorized to sign) verified the completed responses.

Those districts not responding after as many as four remailings were polled by phone to obtain reasons for not completing the survey. Lack of time, lack of staff support, lack of programming, dislike of paper work of this nature and information not available at district level were given as reasons for not responding.

Returned, completed surveys were coded by district size and coded data were delivered to the data processing division of the Arizona Department of Education where, following keypunching, they were sorted by district size and arithmetically processed on a mainframe computer. All data were also reviewed and tallied manually by Palo Verde Research Associates and compared with the mainframe output. Where any discrepancies were found, the data for those items were tallied and/or sorted again until agreement provided acceptable verification. These data were entered into microcomputers and again verified before final processing and report presentation.

Study Population:	# Districts	Elementary Students	Secondary Students	Total ADM Students
Small Districts	120	30,951	8,617	39,568
Returns Received	67	15,358	5,227	20,585
Percent returned:	55.83	49.62	60.59	52.02
Medium Districts	75	167,528	55,298	222,826
Returns Received	43	104,861	30,150	135,011
Percent returned:	57.33	62.59	54.52	60.59
Large Districts	14	186,289	97,115	283,404
Returns Received	11	166,079	78,532	244,611
Percent returned:	78.57	89.15	80.86	86.31
All Districts	209	384,768	161,030	545,798
Returns Received	121	286,298	113,909	400,207
Percent returned:	57.89	74.41	70.74	73.33

Table 1. Population of the study: average daily membership through 12/31/87.

THE POPULATION OF THE STUDY

For the purposes of this study, the public school districts were grouped into "small", "medium" and "large" districts based upon the size of the student populations represented. Small districts are those with student "average daily membership" (ADM) between 1 and 999; medium districts are those with ADM between 1,000 and 9,999; and, large districts are those with ADM of more than 10,000.

Average daily membership statistics were provided by the School Finance Division of the Arizona Department of Education as compiled through the end of December, 1987. Table 1 was prepared to present the relationship between the total population and the population represented in this study.

In Arizona, there are three types of districts: elementary (generally grades K or 1 through 8);unfied (grades K or 1 through 12) and high school (generally grades 9 through 12). Table 2 is presented to show the distribution of districts by levels as used for computation of percentages in tables that include the primary, intermediate, junior high and senior high levels. In the tables including these levels, unified districts are represented at both the elementary and senior high levels.

	Small		Medium		Large		All	
	Districts		Districts		Districts		Districts	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Elementary Districts	44		17		2		63	0
Unified Districts	18	18	23	23	8	8	49	49
High School Districts		5		3		1	0	9
Total Districts by Level	62	23	40	26	10	9	112	58

Table 2. Number of districts by size and grade levels

Ethnic Distribution of the population

Using the most recent, total enrollment figures for the 1986 - 1987 academic year as provided by the School Finance Division of the Arizona Department of Education, the following material was prepared to illustrate the ethnic representation of the survey.

With exception to the Native American population, this study is representative of both district size and ethnic diversity.

All Districts	Asian	Black	Hispanic	Native	Caucasian	Total Ethnic
				American		Populations
Total population:	8,692	24,757	137,598	39,257	406,915	617,219
Students represented						
in Survey:						
By numbers:	7,087	20,511	100,326	16,642	306,236	450,802
By percent of						
Distribution	81.53	82.85	72.91	42.39	75.26	73.04
Small Districts	Asian	Black	Hispanic	Native	Caucasian	Total Ethnic
				American		Populations
Total population:	174	762	12,014	6,898	23,859	43,707
Students represented						
in Survey:						
By numbers:	114	361	5,688	3,838	12,640	22,641
By percent of						
Distribution	65.52	47.38	47.34	55.64	52.98	51.80
Medium Districts	Asian	Black	Hispanic	Native	Caucasian	Total Ethnic
				American		Populations
Total population:	2,948	11,966	70,117	25,170	144,582	254,783
Students represented						
in Survey:						
By numbers:	2,201	9,405	43,578	6,140	91,314	152,638
By percent of						
Distribution	74.66	78.60	62.15	24.39	63.16	59.91
Large Districts	Asian	Black	Hispanic	Native	Caucasian	Total Ethnic
				American		Populations
Total population:	5,570	12,029	55,467	7,189	238,474	318,729
Students represented						
in Survey:						
By numbers:	4,772	10,745	51,080	6,664	202,282	275,523
By percent of						
Distribution	85.67	89.33	92.05	92.70	84.82	86.44

Table 3. Ethnic Distribution of the population

DEFINITIONS OF TERMS

Continued education refers to the formal, academic education which the professional teacher pursues post-degree and post-certification for the primary purpose of personal and professional advancement.

Curriculum is the organized, written, sequenced program of study actually used and rather strictly followed in the instruction of a given subject or course of study.

Curriculum Guide refers to published guidelines which may or may not be used to construct curriculum and / or instruct, but are considered most often as aids in the authoring of a specific curriculum for a school or school district.

Exemplary and innovative arts programs are determined by the judgement of the responding superintendents.

Integrated Arts is a category used to represent programs wherein many arts and / or their appreciation are taught under an umbrella title such as "arts" or "fine arts" or "humanities", etc., rather than as separate subjects. This category is exclusive of such areas as industrial, technical and vocational arts.

Superintendents refers to district level, public school administrators and / or, where applicable, head teachers of public school districts in Arizona.

Traditional / Ethnic refers to the artistic expressions of groups of people defined in terms of their ethnic heritage, geographical region, occupation, religion, family or kinship group, community, etc.

LIMITATIONS OF THIS STUDY

Although this study represents the programs provided for 73% of the students in Arizona public schools, it should be remembered that all data reflect only those 73% of the students and general conditions for arts education in their districts.

This study does not adequately represent the arts education programs currently available to the Native American population of Arizona except in large districts.

The portion of the budget section designed to obtain more discrete information by art subject area is included as more informational than confirmational. At less than the 50% level of response for items 9 through 13, data should only be used as indications of possible realities, not as realities except for those districts that did elect to contribute such information.

While there is always the possibility of human error in the completion of a survey form by participants and in the analysis, editing and presentation of a report, serious effort was made to diminish human and technological error in this study.

HOW TO READ THIS REPORT

This report presents information on a variety of interest levels and can be read comprehensively or with individual interests in mind. Each of three major sections is used to report the findings of the survey. These sections are: Superintendents Section, Budget Section and Arts Section.

Each section contains specific tables, charts and commentaries relating to programs in creative writing, dance, drama / theatre, music (including vocal, band, orchestra and general), traditional / ethnic arts, visual art and integrated arts. These areas are further divided into results from small, medium and large districts to which are added the accumulated overall totals for all responding districts. In most instances, these data are converted to percents of responding districts. Tables are used to present the numbers or percents as described in the title for the table.

The original survey form is reproduced in Appendix B. Each item number used in the original survey appears at the top of its corresponding table within the report and the item stem is reproduced as closely as possible as the title for that table. The sequence of the items has been changed in several places when it seemed data might be grouped for better reader comprehension and / or comparisons.

Each item is presented with at least one of the following: table, commentary and/ or graph. In most instances, the accompanying chart is used to illustrate the cumulative " all districts" portion of the table. A brief commentary is added to present verbal highlights of the findings as presented in the table and / or chart.

Superintendents who kept a copy of their responses to the survey for comparative study, will find very few items out of sequence in the report.

An individual who might be concerned primarily with the staus of music in small districts throughout the state could feasibly read through the document with that in mind, focusing on the reporting of music data in each item.

Within the three major reporting areas:

1. **The superintendents section** contains information relevent to (a) the superintendents' judgment of the support for the arts and the involvement in arts programs by the school board members, parents, teachers, community at large, and the business community; (b) information relevant to exemplary or innovative arts programs; (c) the existence of or plans for magnet schools in the arts; and, (d) immediate and long range needs for the improvement of arts instruction within the district.

2. **The budget section** contains fiscal information relevant to (a) the total for selected overall school district budget areas; (b) the totals for various components of the arts programs; and (c) specific detailing on expenditures for arts teachers and administrators, instructional materials, capital outlay, field trips and purchased services within each arts category.

3. **The arts section** addresses (a) content; (b) scheduling; (c) required and elective course scheduling; (d) instructional personnel for the arts; (e) student enrollment; (f) arts supervision; (g) certification of arts teachers and supervisors; (h) instructional space and furnishings; (i) how student performance is reported; (j) Carnegie units required for high school graduation; (k) arts enrichment; (l) extra-curricular programming; (m) arts specifically included in district mission and / or goal statements; (n) funding provisions for the arts; (o) curriculum preparation, development, evaluation, implementation, scope and sequence, (p) arts programming for special student populations; (q) in-service and / or professional growth opportunities for teachers and administrators; (r) use of funding resources for arts instruction and improvement of programs; (s) electronic resources used for arts production experiences; (t) special annual events to celebrate arts education programs within communities; (u) district policy regarding art galleries and exhibition space; (v) district policy regarding archives for student creations; (w) events and numbers of students participating in field trips for arts; and, (x) special arts programs not otherwise addressed by the survey.

SUPERINTENDENT SECTION

Although superintendents were encouraged to delegate the budget and arts sections to other offices and district agents where feasible, they were asked to complete at least the two-sided, one page section of the survey that sought specific insights from that level of administrative perspective.

Superintendents were also asked to verify the completed survey by signing a cover page returned with the survey forms.

Item 1.					
Small Districts	Board	Parents	Teachers	Community	Business
Creative Writing	2.07	1.84	2.25	1.54	1.13
Dance	1.21	1.18	1.21	1.09	0.75
Drama / Theatre	1.78	1.71	1.87	1.53	1.13
Music	2.40	2.15	2.28	1.87	1.27
Traditional / Ethnic	1.51	1.39	1.48	1.25	0.92
Visual Art	2.09	1.84	2.09	1.62	1.15
Integrated Art	1.43	1.30	1.46	1.16	0.86
Medium Districts	Board	Parents	Teachers	Community	Business
Creative Writing	2.09	1.86	2.23	1.55	1.37
Dance	1.32	1.23	1.23	1.06	1.00
Drama / Theatre	1.65	1.74	1.69	1.62	1.37
Music	2.32	2.30	2.32	2.20	1.67
Traditional / Ethnic	1.46	1.48	1.58	1.48	1.16
Visual Art	2.16	2.04	2.27	1.95	1.51
Integrated Art	1.39	1.27	1.46	1.20	1.06
Large Districts	Board	Parents	Teachers	Community	Business
Creative Writing	2.36	2.27	2.27	2.27	2.18
Dance	1.54	1.63	1.90	1.63	1.36
Drama / Theatre	2.18	2.00	2.09	2.18	1.72
Music	2.63	2.72	2.72	2.72	2.27
Traditional / Ethnic	1.45	1.36	1.45	1.27	1.27
Visual Art	2.63	2.63	2.54	2.63	2.18
Integrated Art	1.27	1.36	1.36	1.27	1.09
All Districts	Board	Parents	Teachers	Community	Business
Creative Writing	2.10	1.89	2.25	1.61	1.31
Dance	1.28	1.24	1.28	1.13	0.90
Drama / Theatre	1.77	1.75	1.83	1.62	1.27
Music	2.40	2.25	2.34	2.07	1.50
Traditional / Ethnic	1.49	1.42	1.51	1.34	1.04
Visual Art	2.16	1.99	2.20	1.83	1.37
Integrated Art	1.40	1.30	1.45	1.19	0.95

Table 4. Average rating of support for district level arts education as determined by the superintendents.

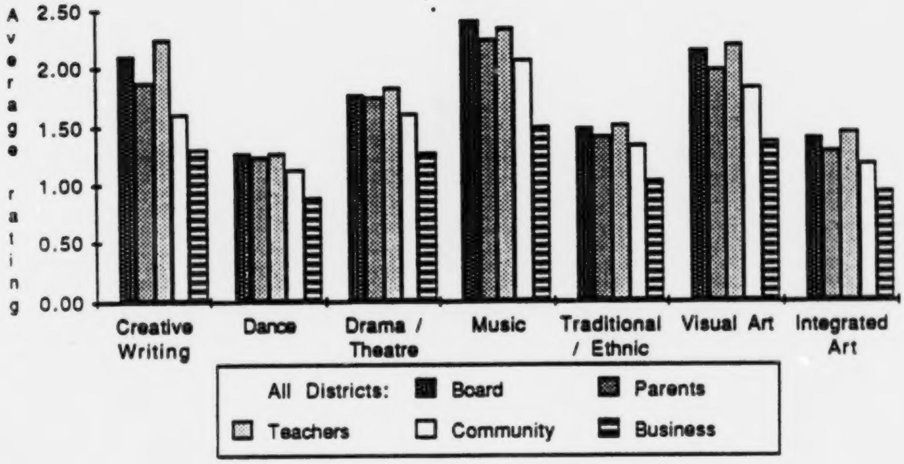

Chart 1. **All Districts**: Superintendent rating of levels of support for arts education

Support for arts education at the district level.

Using a scale of 1 (low) to 3 (high), the superintendents were asked to rate their board, parents, teachers, community at large and business community in terms of arts education support.

Omissions of a score were evaluated as zero and included as part of the cumulative range. Ratings were summed and averaged within each arts category to determine the overall rating by the superintendents.

As observed in the above chart, music, creative writing, visual art and drama / theatre receive the greatest local support while traditional / ethnic, integrated art and dance receive the least. In general, the school boards, parents and teachers provide the most support within each arts area with the community at large and the business community following at lesser levels.

Item 2.					
Small Districts	Board	Parents	Teachers	Community	Business
Creative Writing	1.39	1.34	2.21	1.16	0.83
Dance	0.92	0.90	1.10	0.83	0.65
Drama / Theatre	1.40	1.36	1.72	1.25	0.81
Music	1.63	1.53	2.04	1.39	0.86
Traditional / Ethnic	1.10	1.12	1.34	1.00	0.72
Visual Art	1.46	1.34	2.03	1.25	0.87
Integrated Art	0.98	0.95	1.31	0.89	0.65
Medium Districts	Board	Parents	Teachers	Community	Business
Creative Writing	1.72	1.39	2.20	1.09	0.95
Dance	1.06	10.40	1.16	1.00	0.93
Drama / Theatre	1.53	1.55	1.65	1.41	1.16
Music	2.04	2.13	2.34	1.83	1.44
Traditional / Ethnic	1.25	1.23	1.37	1.18	0.95
Visual Art	1.86	1.72	2.16	1.72	1.27
Integrated Art	1.11	0.97	1.20	0.90	0.86
Large Districts	Board	Parents	Teachers	Community	Business
Creative Writing	2.00	1.72	2.00	1.54	1.27
Dance	1.27	1.36	1.36	1.27	1.09
Drama / Theatre	1.72	1.90	1.81	1.72	1.23
Music	1.81	2.36	2.27	2.18	1.36
Traditional / Ethnic	1.09	1.36	1.36	1.27	0.90
Visual Art	2.09	2.09	2.18	2.18	1.45
Integrated Art	0.81	0.81	0.81	0.81	0.63
All Districts	Board	Parents	Teachers	Community	Business
Creative Writing	1.56	1.40	2.19	1.17	0.91
Dance	1.00	1.00	1.15	0.93	0.79
Drama / Theatre	1.48	1.48	1.70	1.35	0.98
Music	1.80	1.82	2.17	1.62	1.11
Traditional / Ethnic	1.15	1.18	1.35	1.09	0.82
Visual Art	1.66	1.55	2.09	1.50	1.07
Integrated Art	1.01	0.95	1.23	0.89	0.72

Table 5. Average rating of the levels of involvement
for district level arts education as determined by the superintendents.

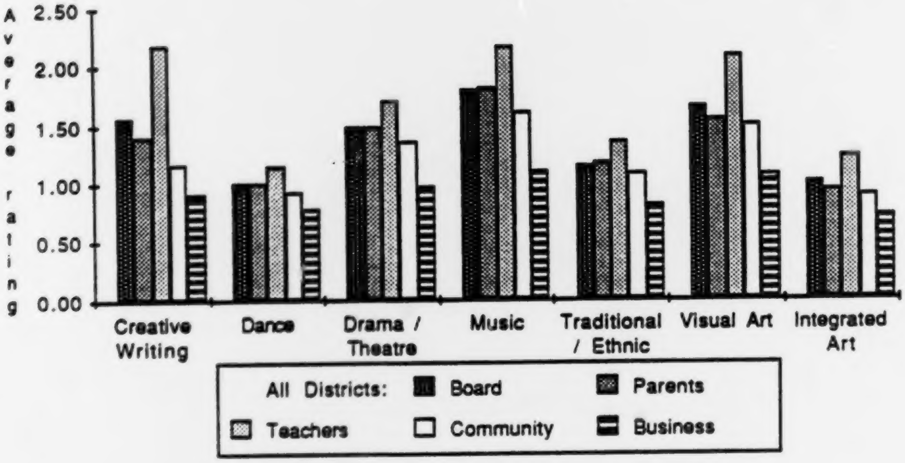

Chart 2. **All Districts:** Superintendent rating of levels of involvement in arts education

Involvement in arts education at the district level.

Using a scale of 1 (low) to 3 (high), the superintendents were asked to rate their board, parents, teachers, community at large and business community in terms of arts education involvement.

Omissions of a score were evaluated as zero and included as part of the cumulative range. Ratings were summed and averaged within each arts category to determine the overall rating by the superintendents.

As observed in the above chart, music, creative writing, visual art and drama / theatre were rated higher than traditional / ethnic, dance and integrated art. Teachers, school boards and parents are the most involved within each arts area with the community at large and the business community following at lesser levels:

Item 3.					
					Extra
Small Districts	Primary	Intermediate	Junior High	Senior High	Curricular
Creative Writing	13	9	9	1	1
Dance	1	4	1	0	0
Drama / Theatre	4	4	6	0	3
Music	13	13	12	3	1
Traditional / Ethnic	3	3	3	0	0
Visual Art	16	13	9	6	0
Integrated Art	3	1	1	0	0
					Extra
Medium Districts	Primary	Intermediate	Junior High	Senior High	Curricular
Creative Writing	16	16	13	6	0
Dance	4	4	4	4	2
Drama / Theatre	4	6	11	16	6
Music	25	27	30	20	13
Traditional / Ethnic	16	9	11	4	4
Visual Art	25	25	20	9	2
Integrated Art	4	4	2	6	0
					Extra
Large Districts	Primary	Intermediate	Junior High	Senior High	Curricular
Creative Writing	18	18	18	9	0
Dance	0	9	9	27	0
Drama / Theatre	9	18	18	36	9
Music	36	45	36	36	18
Traditional / Ethnic	18	18	9	18	0
Visual Art	54	54	45	45	9
Integrated Art	27	27	9	27	0
					Extra
All Districts	Primary	Intermediate	Junior High	Senior High	Curricular
Creative Writing	18	15	14	5	1
Dance	3	6	4	5	1
Drama / Theatre	6	8	11	11	6
Music	24	26	25	15	9
Traditional / Ethnic	11	8	8	4	2
Visual Art	28	26	20	13	2
Integrated Art	7	6	3	6	0

Table 6. Percent of districts with exemplary or innovative arts programs currently in operation as determined by superintendents.

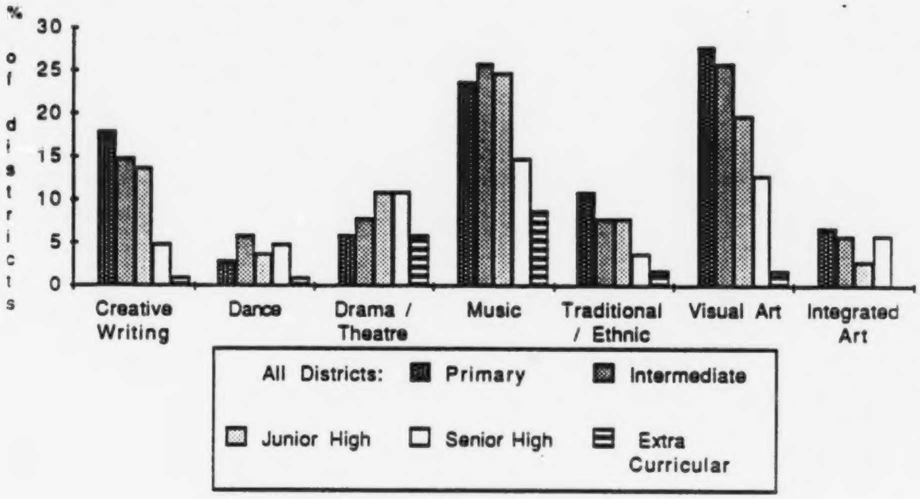

Chart 3. All Districts: Exemplary and/or innovative arts programs

Districts with exemplary or innovative arts programs.

Superintendents were asked to indicate if their districts have an exemplary or innovative arts program currently in operation.

Overall, music (9-26%) and visual art (2-28%) programs were cited most frequently; creative writing (1-18%), drama / theatre (6-11%) and traditional / ethnic (2-11%) less frequently. Dance was cited only by 1-6% of the districts and integrated arts in 0 to 7% of the districts.

Superintendents of the large districts cited more of their arts programs than did the superintendents of medium districts. Programs in the smaller districts were least apt to be cited.

Overall, however, with the exception of an exemplary program lacking in integrated arts in the extra-curricular arena, at least one percent of the responding districts have an exemplary and / or innovative arts program in one art at some level.

Item 4.				
	Small Districts	Medium Districts	Large Districts	All Districts
Administrators	1	25	45	9
Teachers	24	65	90	34
Students	16	37	45	20
Curriculum and/or Program Objectives	10	20	54	14
Artists in Residence or visiting artists	10	37	17	17
Other*	4	4	45	6

*Other includes the following specific items: special abilities of arts teachers, teacher aides, community support or involvement, number of programs presented, community college articulation, full time arts teachers at elementary level and, school board.

Table 7. Percent of districts indicating reason for success of exemplary or innovative arts programs as determined by superintendents

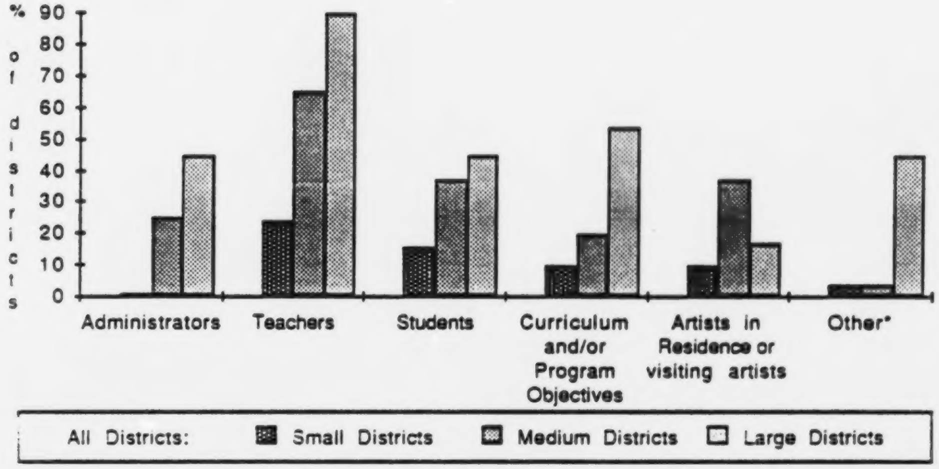

Chart 4. All Districts: Reasons for exemplary and/or innovative arts programs

District reasons for exemplary or innovative arts programs.

Superintendents gave credit for their exemplary and /or innovative arts programs to the efforts of people (80+% of the time) and acknowledged the contribution of the teachers (34%), the students (20%), visiting artists and/or artists in residence (17%), administrators (9%). The curriculum and program objectives were acknowledged 14% and the "other" category (6%) included the following specific items: special abilities of arts teachers, teacher aides, community support or involvement, number of programs presented, community college articulation, full time arts teachers at the elementary level and, school board.

Item 5: Percent of districts with magnet schools in the arts.				
	Small Districts	Medium Districts	Large Districts	All Districts
In operation:	0.00	4.65	18.18	3.31
Not in operation, but in plans	5.97	0.00	0.00	3.31
Not in future plans.	94.03	95.35	81.82	93.38

Table 8. Percent of districts with magnet schools for the arts.

Status of magnet schools for the arts in Arizona.

Three percent of the responding districts indicated already existing magnet schools for the arts, three percent indicated that although no magnet school is currently in operation, such are in the plans while 94% of the superintendents reported that magnet schools for the arts were not in the future plans for their districts.

Item 6.			
	Immediate		Long Range
	1-3 YEARS		4+ YEARS
Budget / Funding	30.04		27.61
Curricular / Program	29.61		24.54
Staffing / Personnel	12.88		14.11
Enrollment / Community support	9.44		15.34
Inservice / Outside expertise	8.58		5.52
Time / Scheduling	4.72		4.91
Facilities	4.72		7.98

Table 9. Critical, immediate and long range needs for improvement of arts instruction as determined by superintendents.

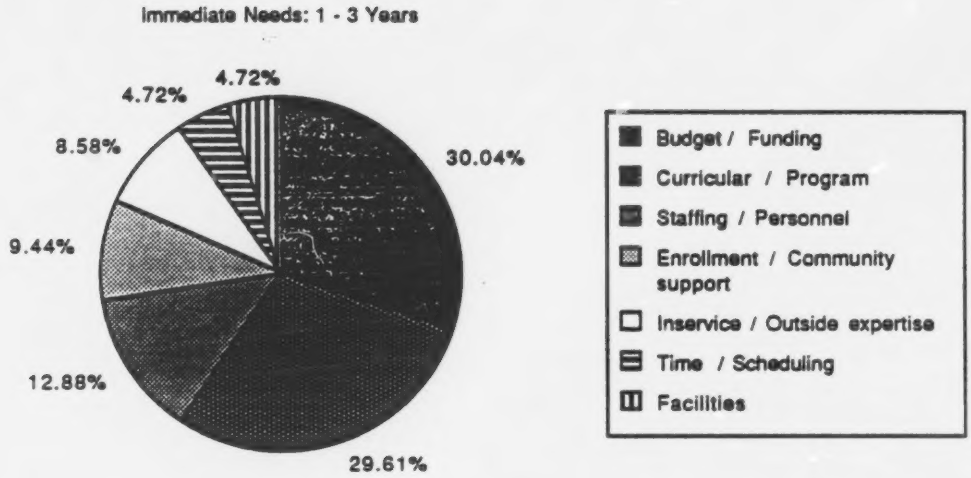

Chart 5. All Districts: Immediate needs

District reported immediate and long range needs for the improvement of arts instruction.

When asked to list the most critical, immediate and long range needs for the improvement of arts instruction, the most frequently cited were funding and curricular concerns. Staffing, student enrollment and community support received the next most attention, with inservice and use of outside expertise, time / scheduling and facilities cited least often.

Superintendents listings were collected into categories, summed and converted to percentages. While the percentages reflect different emphasis between immediate and long range needs, the categories remain constant.

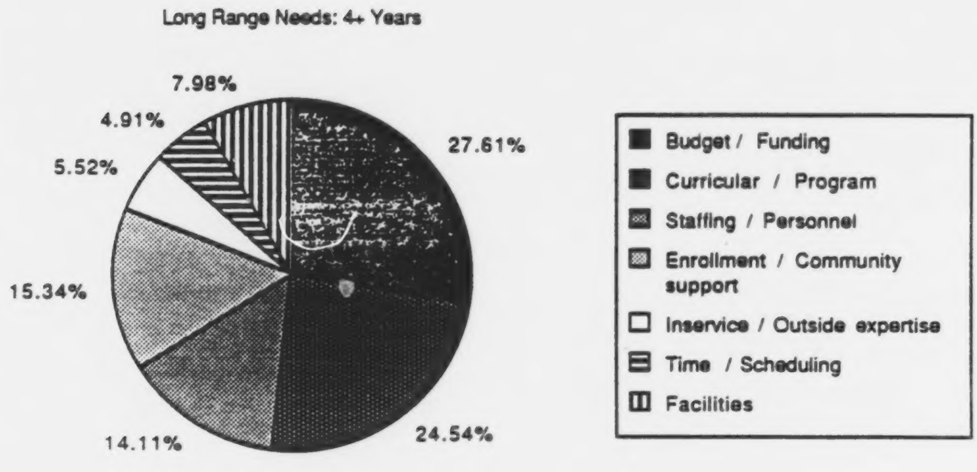

Chart 6. **All Districts:** Long range needs

Within immediate arts needs : (1 - 3 years) categories, the following items were specifically mentioned. The numbers in parentheses are the numbers of superintendents who listed the item.

FUNDING: General funding (45), strengthen supply and equipment budgets (10), art teacher / specialist support (8), artist in residence projects (2), instructional videos (1), gifted arts program (1), assistance for state department recommendations (1), accompanist and string specialists (1). Total N=69.

CURRICULUM / PROGRAM DEVELOPMENT: General arts curriculum and program development (20), establish clearly defined objectives (9), develop music program (7), develop and implement K-12 arts curriculum (7), integration of subjects (6), expanding arts curriculum (3), developing dance program (3), developing drama program (2), art curriculum guide from ADE (1), strengthen elementary programs (1), broaden program range (1), integrate Native American culture into arts curriculum (1), develop creative writing program (1), develop essential skills program (1), Reinstitute music program (1), Develop more intense art curriculum(1), cooperate with county and state programs (1). Total N=66.

STAFFING / HIRING QUALIFIED PERSONNEL: General arts staffing / qualified certified teachers (14), full time art teachers (7), hiring strong teachers in each arts area (4), hiring music teacher (2), retain band / music teacher (1), retain qualified staff (1), expand staffing patterns (1). Total N=30.

ARTS AWARENESS / ENROLLMENT AND COMMUNITY SUPPORT: General arts appreciation / awareness (8), develop motivational techniques (2), need more students (2), keep up with rapid growth (2), parental support (2), board support (1), community support (1), business support (1), general enrollment (1), declining enrollment (1), permit all students who wish to take art classes (1). Total N = 22.

OUTSIDE AGENCY EXPERTISE / INSERVICE: General inservice (8), training for self-contained teachers (3), staff development (2), cultural foundation support (1), ADE person to come to district to explain art department to teachers (1), correspondence from art organizations (1), drama workshops and field trips (1), creative writing wrokshops (1), involvement with local businesses (1). Total N = 19.

TIME / SCHEDULING: General scheduling (9), released time for arts supervision (1), preparation time for department supervision (1). Total N=11.

FACILITIES: General art facilities (8), fine arts facility for high school (1), stage (1), art classroom (1). Total N = 11.

The long range arts needs :(4+ years) include:

BUDGET / FUNDING: General funding and budget (38), funding staff (2), funding supplies, equipment and materials (2), replacing and upgrading ;music instruments (2), field trips (1). Total N = 45.

CURRICULUM / PROGRAM DEVELOPMENT: General curriculum and program development (7), develop and expand visual arts program (5), develop music program (4), develop scope and sequence (3), drama program (3), expand and improve arts (3), develop discipline based program (2), change graduation requirements (2), develop integrated arts (2), develop traditional / ethnic arts (2), develop Native American Arts Magnet Program (1), develop district - wide art exhibition (1), orchestra program (1), humanities course (1), holistic approach (1), literature program (1), dance (1), theatre (1).
Total N = 40.

ARTS AWARENESS / ENROLLMENT / COMMJNITY SUPPORT: More business and community support and involvement (8), parental support (4), general support / awareness (3), better use of available resources (3), develop motivational techniques (2), need students (2), develop student interest (1), develop teacher support (1), develop board support (1). Total N = 25.

STAFFING / HIRING QUALIFIED PERSONNEL: General arts staffing (5), certified arts instructors (5), retain arts specialists (4), full time arts coordinator / administrator (3), arts specialist (3), auditorium manager (1), non-teaching staff for technical theatre maintenance (1), additional residencies (1). Total N = 23.

FACILITIES: General art facilities (8), fine arts theatre (1), mobile arts classroom shared with other small schools(1), space (1), facility improvement (1), art classroom (1). Total N = 13.

OUTSIDE AGENCY EXPERTISE / INSERVICE: General inservice (4), staff development (2), involvement with Greater Phoenix Writing Project (1), Native Dance Company (1), coordinate with arts associations (1). Total N = 9.

TIME / SCHEDULING: Time (4), provide class time for chorus (1), increase instruction time for band and strings (1), increase instruction time at primary level for visual arts (1), scheduling (1). Total N = 8.

Item 7

Superintendents were offered the opprtunity to request information from the professional associations and organizations whose officers and / or membership participated in the construction of the arts education survey. Individual mailing lists were prepared for each association's response to these requests and delivered to the sponsoring agencies in July of 1988.

In the listing to follow, the number of superintendents requesting further information appear across from the agency name:

Arizona Alliance for Arts Education : 18
Arizona Art Education Association : 23
Arizona Arts and Creativity in Early Childhood : 28
Arizona Arts Supervisory Coalition : 5
Arizona Association of Gifted and Talented : 16
Arizona Board of Education : 10
Arizona Commission on the Art : 13
Arizona Dance Arts Alliance : 7
Arizona Department of Education : 6
Arizona Humanities Association : 10
Arizona Music Educators Association : 11
Arizona School Administrators Association : 6
Arizona School Board Association : 10
Arizona Theatre Educators Association : 11
Arizonans for Cultural Development : 10
Coconino Center for the Arts : 6
Higher Education Art : 1
University colleges and departments of fine arts at:
  Arizona State University, Northern Arizona
  University and University of Arizona : 7
Very Special Arts Arizona : 5

Total N = 203.

BUDGET SECTION

Fewer districts were able to provide comprehensive budget information because of time, methods of recording budget information and / or inability to retrieve budget data accurately for discrete categories used in the survey.

For item 8, data represent 52% of the Arizona school districts and 67% of the total student population. More districts were able to respond to this overview section than were able to complete the remainder of the budget section.

Items 9 through 14 proved to be much more difficult or totally impossible with current record keeping. Thus, because reliable results for items 9 through 14 were not available, they were deleted from the report.

Item 8.									
		Certified	Instructional	Capital	Less Than	More Than	Adopted	Field	Purchased
	Total Budget	Payroll	Materials	Outlay	300	300	Texts	Trips	Services
Small Districts									
Totals:	76,844,514	30,825,584	1,540,633	8,090,226	379,107	1,414,765	847,832	58,724	767,214
N=59. Av$/Dist:	1,299,060	522,468	26,112	137,122	6,426	18,895	14,370	995	13,004
Av$/Students	3805.78	1530.64	76.50	401.72	18.82	55.35	42.10	2.92	38.10
(N =20139)									
Medium Districts									
Totals:	404,218,227	197,782,799	5,408,967	46,203,737	2,529,582	5,816,906	5,413,069	143,368	5,622,683
N=40. Av$/Dist:	10,105,456	4,944,570	135,224	1,155,093	63,240	145,423	135,327	3,584	140,567
Av$/Students	3327.31	1628.04	44.52	380.32	20.82	47.88	44.56	1.18	46.28
(N =121485)									
Large District									
Totals:	753,844,774	388,795,786	11,633,033	54,373,309	2,562,559	18,251,760	8,662,078	1,035,527	4,725,889
N=9. Av$/Dist:	83,760,530	43,199,532	1,292,559	6,041,479	284,729	2,027,973	962,453	115,059	525,099
Av$/Students	3371.22	1738.71	52.02	243.16	11.46	81.62	38.74	4.63	21.13
(N =223612)									
All Districts	1,234,707,515	617,404,169	18,582,633	108,667,272	5,471,248	25,183,451	14,922,979	1,237,619	11,115,786
N=108. Av$/Dist:	11,432,477	5,716,705	172,061	1,006,178	50,660	233,180	138,176	11,459	102,924
Av$/Students	3380.57	1690.43	50.88	297.53	14.98	68.95	40.86	3.39	30.43
(N =365236)									
Totals spent for ARTS:		Certified	Instructional	Capital	Less Than	More Than	Adopted	Field	Purchased
All Districts	Total Budget	Payroll	Materials	Outlay	300	300	Texts	Trips	Services
	25,082,457	20,759,467	761,179	1,270,220	109,667	712,073	131,191	110,909	227,751
Av$/All students:									
(N=365236)	68.67	56.84	2.08	3.48	0.30	1.95	0.36	0.30	0.62

Table 0. Budget information for total district budget, total district selected categories and arts budget categories: 1986 - 1987

Item 8B.				
	All Districts	All Districts	% District Budget	Average dollars
	General Budget	Arts Budget	Used for Arts	per student
Total Budget	1,234,707,515	25,082,457	2.03	68.67
Certified Payroll	617,404,169	20,759,467	3.36	56.84
Instructional Materials	18,582,633	761,179	4.10	20.80
Capital Outlay	108,667,272	1,270,220	1.17	3.48
Less than $300	5,471,248	109,667	2.00	0.30
More than $300	25,183,451	712,073	2.93	1.95
Adopted Texts	14,322,979	191,191	1.28	0.36
Field Trips	1,237,619	110,909	8.96	0.30
Purchased Services	11,115,786	227,751	2.05	0.62

Table 11. Percent of overall budget used for arts

***Total budget category does not include M&O (maintenance and operations).

Many district respondents to item 8 added commentary to the survey form indicating other areas from which support services and / or additional funding were used on behalf of the arts programs. These resources include parent donations of service and money, grants from a variety of agencies and cultural organizations, local and community support, special fund raising events and the like.

To examine the data for school budgets in general and, in particular for school budget allocations for the arts, the average dollars spent for arts instruction per ADM student enrolled in the responding districts appear along the bottom row of table 8A.

Of an average total district budget of $3380.57 per student for an academic year, $68.67 (2%) is actually spent for each ADM student.

Of these dollars, $56.84 is spent per student to support certified personnel to teach and administer the arts programs, $2.08 is spent on instructional materials, $3.48 on capital outlay, $ .36 for adopted texts, $ .30 for field trips and $ .62 for purchased services.

The table for item 8B was prepared to illustrate the various percentages of district budget categories used for the various arts. It includes the listing for the average dollars per student.

ARTS SECTION

The arts section addresses (a) content; (b) scheduling; (c) required and elective course scheduling; (d) instructional personnel for the arts; (e) student enrollment; (f) arts supervision; (g) certification of arts teachers and supervisors; (h) instructional space and furnishings; (i) how student performance is reported; (j) Carnegie units required for high school graduation; (k) arts enrichment; (l) extra-curricular programming; (m) arts specifically included in district mission and / or goal statements; (n) funding provisions for the arts; (o) curriculum preparation, development, evaluation, implementation, scope and sequence, (p) arts programming for special student populations; (q) inservice and / or professional growth opportunities for teachers and administrators; (r) use of funding resources for arts instruction and improvement of programs; (s) electronic resources used for arts production experiences; (t) special annual events to celebrate arts education programs within communities; (u) district policy regarding art galleries and exhibition space; (v) district policy regarding archives for student creations; (w) events and numbers of students participating in field trips for arts; and, (x) special arts programs not otherwise addressed by the survey.

Item 15.				
Small Districts	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	2	3	5	22
Criticism / Appreciation	10	18	18	39
Fiction	32	40	37	43
Non-fiction	29	35	31	35
Journalism	8	18	19	48
Poetry	32	45	37	35
Publishing	8	13	15	39
Medium Districts	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	3	8	13	15
Criticism / Appreciation	18	28	35	31
Fiction	43	53	60	42
Non-fiction	40	50	60	38
Journalism	3	18	45	65
Poetry	48	53	58	38
Publishing	23	30	35	38
Large Districts	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	0	0	0	0
Criticism / Appreciation	10	20	30	44
Fiction	40	40	60	67
Non-fiction	40	30	40	44
Journalism	10	20	50	89
Poetry	30	30	40	56
Publishing	20	20	40	56
All Districts	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	2	4	7	16
Criticism / Appreciation	13	21	25	36
Fiction	37	45	47	47
Non-fiction	34	40	42	38
Journalism	6	18	31	62
Poetry	38	46	45	40
Publishing	14	20	24	41

Table 12. Creative writing. Percent of districts reporting content of classes.

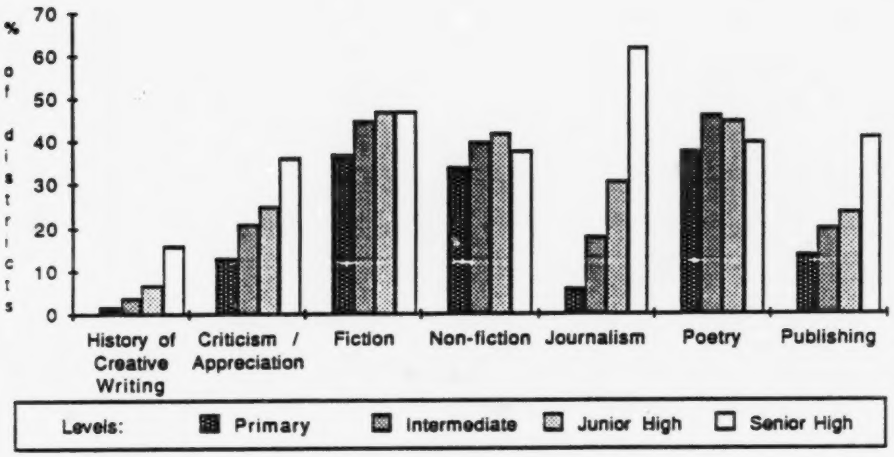

Chart 7. All districts: Creative writing content areas

The content of creative writing classes.

As illustrated above, the inclusion of specified content areas varies considerably.

The history of creative writing appears in fewer than 16% of the districts responding to this survey.

Fiction, non-fiction and poetry appear most frequently at the primary (38 %), intermediate (46%), and junior high (47%) school levels.

Journalism appears most often at the junior(31%) and senior (62%) levels and in the larger (89%) and medium (65%) districts.

Criticism / appreciation and publishing appear the next least often. When they are included, they most frequently appear at the junior and senior high levels in the medium and larger districts.

Item 16.				
Small Districts	Primary	Intermediate	Junior High	Senior High
History of Dance	2	3	2	4
Criticism and Aesthetics	0	0	0	0
Choreography	2	5	3	0
Technique: Modern	5	8	6	4
Ballet	3	5	3	4
Jazz	3	6	3	4
Tap	2	5	2	0
Musical Theatre Performance	11	11	13	0
Production	8	11	13	0
Medium Districts	Primary	Intermediate	Junior High	Senior High
History of Dance	0	5	3	12
Criticism and Aesthetics	0	0	0	4
Choreography	0	5	3	23
Technique: Modern	0	3	5	23
Ballet	0	5	3	8
Jazz	0	3	3	15
Tap	0	3	3	4
Musical Theatre Performance	5	8	8	31
Production	0	8	5	23
Large Districts	Primary	Intermediate	Junior High	Senior High
History of Dance	0	0	0	56
Criticism and Aesthetics	0	0	0	67
Choreography	0	10	40	67
Technique: Modern	10	10	40	78
Ballet	0	0	20	67
Jazz	0	0	30	67
Tap	0	0	0	44
Musical Theatre Performance	10	10	30	67
Production	0	10	30	56
All Districts	Primary	Intermediate	Junior High	Senior High
History of Dance	1	4	2	16
Criticism and Aesthetics	0	0	0	12
Choreography	1	5	6	21
Technique: Modern	4	6	9	24
Ballet	2	4	4	16
Jazz	2	4	5	19
Tap	1	4	2	9
Musical Theatre Performance	9	10	13	24
Production	4	10	12	13

Table 13. Dance. Percent of districts reporting content of classes.

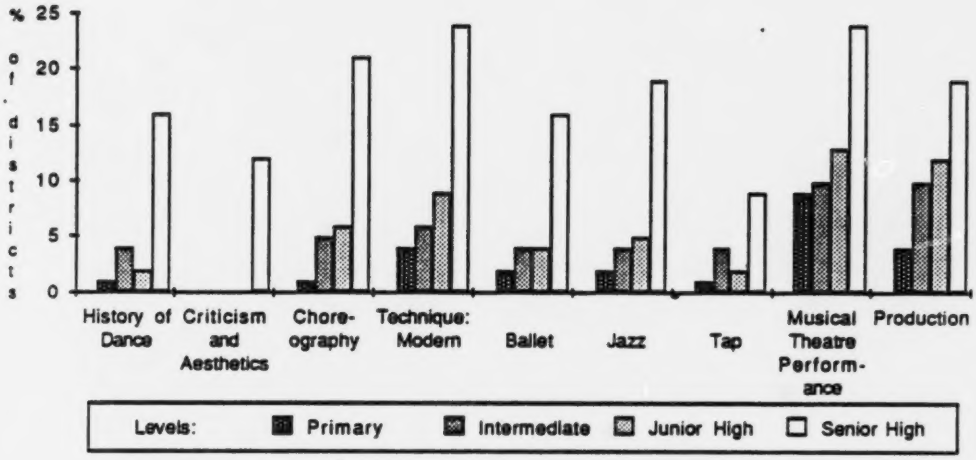

Chart 8. **All districts:** Dance content areas

The content of dance classes.

The greatest breadth within course content for dance occurs at the senior high level most frequently in large districts (44- 78%), less often in medium districts (4 - 31%).

In senior highs, technique (9 - 24%) and choreography (21%) are also frequently included.

At all levels within all districts, musical theatre performance (9 - 24%) and production (4 - 19%) were most frequently cited.

Item 17.				
Small Districts	Primary	Intermediate	Junior High	Senior High
History of Drama	2	3	5	22
Criticism and Appreciation	3	6	10	13
Voice / Movement	18	24	21	26
Pantomime / Acting	15	26	26	22
Play reading	26	32	27	17
Play writing	5	15	16	4
Technical Theatre	3	6	8	9
Directing	3	5	6	4
Literature Analysis	3	6	15	9
Medium Districts	Primary	Intermediate	Junior High	Senior High
History of Drama	0	0	10	27
Criticism and Appreciation	5	5	13	38
Voice / Movement	8	8	23	38
Pantomime / Acting	8	8	23	42
Play reading	10	18	38	50
Play writing	3	5	18	19
Technical Theatre	0	0	13	54
Directing	0	0	5	4
Literature Analysis	3	5	20	31
Large Districts	Primary	Intermediate	Junior High	Senior High
History of Drama	0	0	30	44
Criticism and Appreciation	0	0	30	56
Voice / Movement	10	10	60	67
Pantomime / Acting	20	20	60	78
Play reading	10	10	40	56
Play writing	10	10	20	33
Technical Theatre	0	0	40	78
Directing	0	0	20	44
Literature Analysis	0	0	30	44
All Districts	Primary	Intermediate	Junior High	Senior High
History of Drama	1	2	9	28
Criticism and Appreciation	4	5	13	31
Voice / Movement	13	17	25	38
Pantomime / Acting	13	19	28	40
Play reading	19	25	32	38
Play writing	4	11	17	16
Technical Theatre	2	4	13	40
Directing	2	3	7	10
Literature Analysis	3	5	18	24

Table 14 Drama / Theatre. Percent of districts reporting content of classes.

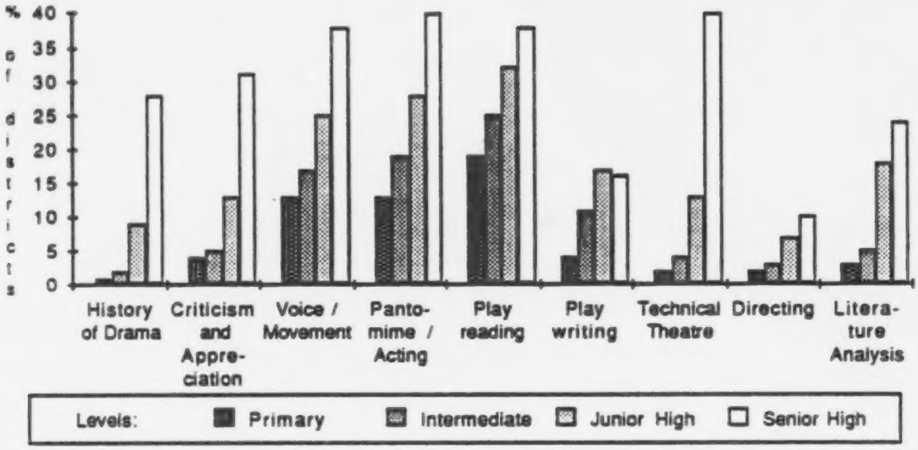

Chart 9. **All districts:** Drama / Theatre content areas

The content of drama / theatre classes.

In small districts, voice / movement (26%), pantomime / acting (26%), and play reading (32%), play important roles in class content at all levels.

All areas of drama / theatre are represented at the junior and senior high levels of medium and large districts.

Overall, in primary through junior high levels, performance content (voice / movement in 25% of the reporting districts and pantomime / acting in 28%) is more emphasized than historical (9%), critical (13%), technical (13%), and analytical (18%) content.

Greatest breadth within course content occurs at the senior high school level.

Item 18.				
Small Districts	Primary	Intermediate	Junior High	Senior High
History of Folk Arts	8	15	11	4
Appreciation	15	15	11	0
Local Ethnic Arts	16	18	16	13
State Ethnic Arts	11	15	13	0
Regional Ethnic Arts	6	10	8	4
International Ethnic Arts	8	11	11	4
Medium Districts	Primary	Intermediate	Junior High	Senior High
History of Folk Arts	10	13	13	12
Appreciation	15	23	20	12
Local Ethnic Arts	18	25	20	19
State Ethnic Arts	15	25	15	12
Regional Ethnic Arts	20	28	20	23
International Ethnic Arts	10	18	13	19
Large Districts	Primary	Intermediate	Junior High	Senior High
History of Folk Arts	40	50	50	33
Appreciation	60	90	80	33
Local Ethnic Arts	70	100	80	56
State Ethnic Arts	60	100	60	33
Regional Ethnic Arts	80	100	80	67
International Ethnic Arts	40	70	50	56
All Districts	Primary	Intermediate	Junior High	Senior High
History of Folk Arts	12	17	17	12
Appreciation	19	24	23	10
Local Ethnic Arts	21	28	26	22
State Ethnic Arts	17	26	20	10
Regional Ethnic Arts	18	24	21	22
International Ethnic Arts	12	19	17	19

Table 15. Traditional / Ethnic. Percent of districts reporting content of classes.

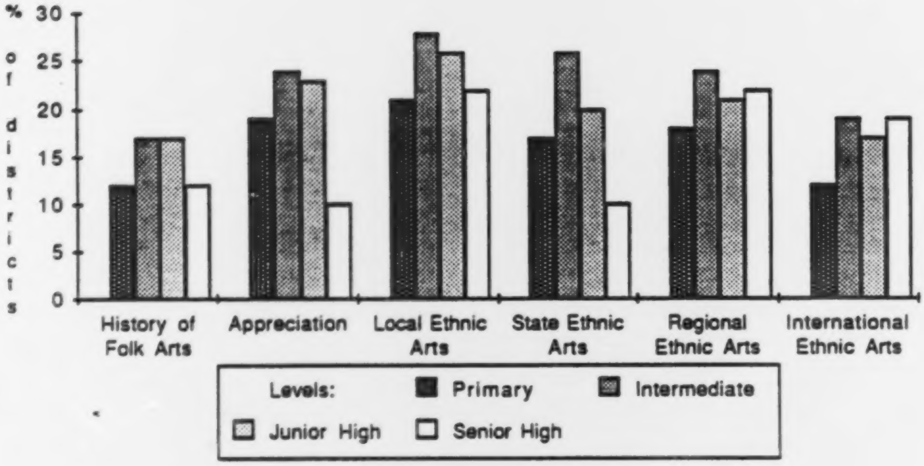

Chart 10. All districts: Traditional / ethnic content areas

The content of traditional / ethnic classes.

The broad spectrum of content for instruction in traditional / ethnic arts is more apt to appear at the primary (12 - 21%), intermediate (17 - 28%) and junior high (17 - 26%) levels and in similar fashion throughout the small (6 - 18%), medium (10 - 28%) and large (40 - 100%) districts.

Local traditional / ethnic arts (21 - 28%)and appreciation (10-24%), are included most frequently by all districts, with state (10 - 26%), regional (18 - 24%), international (12 - 19%), and history of traditional / ethnic arts (12 - 17%) in descending order of citation.

Item 19.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Vocal	61	60	50	61
Instrumental: Band	13	45	52	65
Orchestra	2	5	5	4
General Music	60	53	39	9
Music theory	18	23	18	22
History of Music	8	16	16	13
Critcism and Analysis	5	8	5	9
Perception Appreciation	19	24	19	13
Composition / Improvisation	6	11	8	4
Medium Districts	Primary	Intermediate	Junior High	Senior High
Vocal	70	70	80	69
Instrumental: Band	5	83	88	73
Orchestra	0	20	23	23
General Music	78	85	53	23
Music theory	18	23	28	35
History of Music	25	30	20	19
Critcism and Analysis	13	15	28	15
Perception Appreciation	20	25	30	27
Composition / Improvisation	8	18	10	19
Large Districts	Primary	Intermediate	Junior High	Senior High
Vocal	60	70	70	100
Instrumental: Band	10	100	100	100
Orchestra	30	90	90	89
General Music	100	100	90	33
Music theory	20	20	20	89
History of Music	20	20	20	11
Critcism and Analysis	20	20	20	33
Perception Appreciation	20	20	30	33
Composition / Improvisation	20	20	20	56
All Districts	Primary	Intermediate	Junior High	Senior High
Vocal	64	64	63	71
Instrumental: Band	10	63	69	74
Orchestra	4	18	19	26
General Music	70	69	48	19
Music theory	18	22	21	38
History of Music	15	21	18	16
Critcism and Analysis	9	12	11	16
Perception Appreciation	20	24	24	22
Composition / Improvisation	8	14	10	19

Table 15. Music. Percent of districts reporting content of classes.

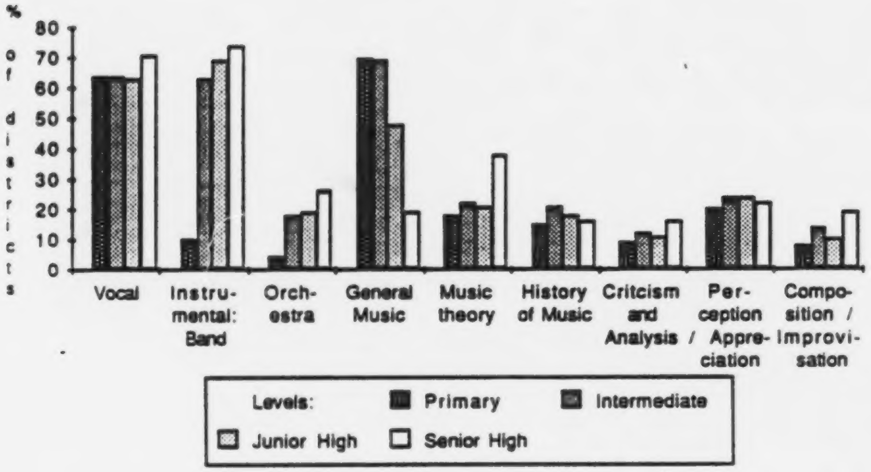

Chart 11. All districts: Music content areas

The content of music classes.

Vocal music occurs with greatest frequency across grade levels and school sizes. General music diminishes in frequency across levels from 70% at the primary to 69% at the intermediate, 48% at the junior high and 19% in senior high levels. Band increases across levels from primary at 10%, intermediate at 63%, junior high at 69% and senior high at 74%.

Orchestra classes are found more often in large districts at the intermediate (90%), junior (90%) and senior high (89%) levels, less often at intermediate (20%), junior high (23%) and senior high (23%) in medium districts and rarely at any level (2 to 5%) in small districts.

Music theory, perception and appreciation, history, criticism and analysis of music, along with composition and improvisation appear in districts between 4% (senior high composition in small districts) and 89% (senior high music theory in large districts).

Item 20.				
Small Districts	Primary	Intermediate	Junior High	Senior High
History of Art	11	19	21	22
Criticism / Aesthetics	19	23	26	30
Basic Design General Art	53	56	60	83
Drawing Painting	60	60	58	70
Printmaking	16	21	27	26
Pottery Sculpture	26	24	24	35
Crafts: Fibers Jewelry	23	27	27	22
Photography / Filmmaking	6	6	10	30
Advertising / Graphic Design	10	15	21	22
Medium Districts	Primary	Intermediate	Junior High	Senior High
History of Art	25	40	43	38
Criticism / Aesthetics	35	40	45	27
Basic Design General Art	58	73	80	69
Drawing Painting	53	58	60	62
Printmaking	18	33	43	35
Pottery Sculpture	28	38	53	54
Crafts: Fibers Jewelry	23	23	40	46
Photography / Filmmaking	0	3	20	46
Advertising / Graphic Design	3	10	20	46
Large Districts	Primary	Intermediate	Junior High	Senior High
History of Art	50	50	60	67
Criticism / Aesthetics	50	60	70	67
Basic Design General Art	80	80	90	100
Drawing Painting	80	80	80	89
Printmaking	40	50	80	78
Pottery Sculpture	40	70	80	89
Crafts: Fibers Jewelry	50	60	80	100
Photography / Filmmaking	10	20	70	89
Advertising / Graphic Design	0	20	50	89
All Districts	Primary	Intermediate	Junior High	Senior High
History of Art	20	29	32	36
Criticism / Aesthetics	28	32	37	34
Basic Design / General Art	57	64	70	79
Drawing / Painting	59	61	61	69
Printmaking	19	28	38	38
Pottery / Sculpture	28	33	39	52
Crafts: Fibers / Jewelry	25	29	37	45
Photography / Filmmaking	4	6	19	47
Advertising / Graphic Design	6	13	23	43

Table 17. Visual Art. Percent of districts reporting content of classes.

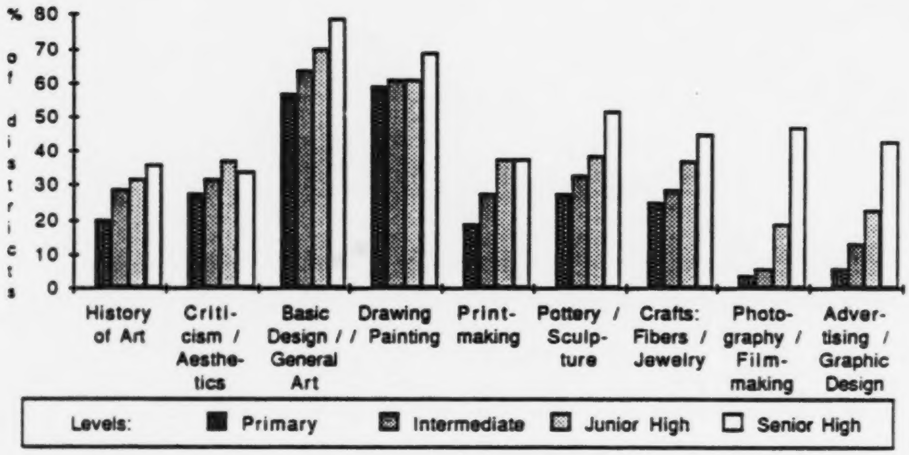

Chart 12. All districts: Visual art content areas

The content of visual art classes.

For visual art, the responding districts include basic design and general art (57 to 79% of districts), and drawing and painting (59 - 69%) most frequently as content included at all levels.

In large districts at the junior and senior high levels, history (60 - 67%), criticism / aesthetics (67 - 70%), printmaking (78 - 80%), pottery / sculpture (80 - 89%), crafts, fibers and jewelry (80 - 100%), are apt to appear more frequently.

Photography / filmmaking (4 - 6%), advertising / graphic design (6 - 13%), appear least often at the primary and intermediate levels and more frequently at the junior (19 and 47%) and senior (19 and 47%) levels, especially in the large districts (photography / filmmaking at 70 -89% and advertising / graphic design at 50 - 89%).

Item 21.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	3	10	5	17
Part of Humanities	5	0	2	0
Part of Fine Arts	8	8	8	4
Part of other academic area(s)	39	44	37	57
Option of teachers	32	31	26	4
Varies from school to school	3	3	2	4
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	10	8	8	8
Part of Humanities	3	3	5	12
Part of Fine Arts	3	3	10	4
Part of other academic area(s)	60	55	58	54
Option of teachers	20	23	18	8
Varies from school to school	13	13	8	4
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	20	20	50	78
Part of Humanities	10	0	20	22
Part of Fine Arts	0	0	0	11
Part of other academic area(s)	40	60	70	56
Option of teachers	20	20	0	0
Varies from school to school	20	20	10	0
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	7	10	10	22
Part of Humanities	4	1	4	9
Part of Fine Arts	5	5	8	5
Part of other academic area(s)	46	49	47	55
Option of teachers	27	27	21	5
Varies from school to school	8	8	4	3

Table 18. Creative writing. Percent of districts reporting on the scheduling of content.

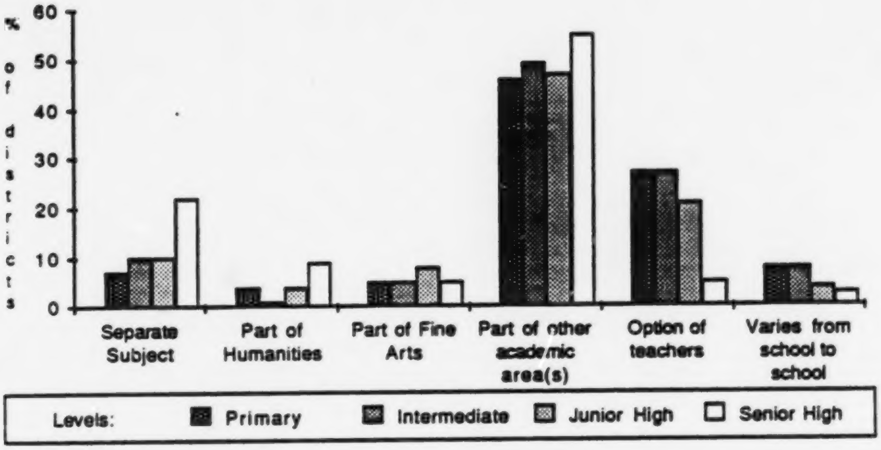

Chart 13. All districts: Creative writing scheduling

The scheduling of creative writing classes.

The largest percent of responding districts schedule creative writing as part of another academic area (46 - 55%) and much discretion is left to elementary level teachers (27%) as to when and under what circumstances creative writing will be scheduled.

Large districts are most apt to offer creative writing as a separate subject at the high school level (78% of responding districts) compared to 17% of the small district senior highs.

Item 22.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	5	5	3	4
Part of Humanities	2	2	2	4
Part of Fine Arts	6	6	3	0
Part of other academic area(s)	6	6	6	17
Option of teachers	24	23	16	9
Varies from school to school	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	0	0	3	12
Part of Humanities	0	0	0	0
Part of Fine Arts	3	3	8	12
Part of other academic area(s)	8	5	5	8
Option of teachers	20	20	15	4
Varies from school to school	10	13	8	0
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	0	0	20	56
Part of Humanities	0	0	0	0
Part of Fine Arts	10	10	20	56
Part of other academic area(s)	20	20	20	22
Option of teachers	30	40	20	11
Varies from school to school	30	30	10	11
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	3	3	4	16
Part of Humanities	1	1	1	2
Part of Fine Arts	5	5	6	14
Part of other academic area(s)	8	7	7	14
Option of teachers	23	23	16	7
Varies from school to school	6	7	4	2
Percent of districts indicating that dance is included as movement science in				
a Physical Education Department: 11%.				

Table 19. Dance. Percent of districts reporting on the scheduling of content.

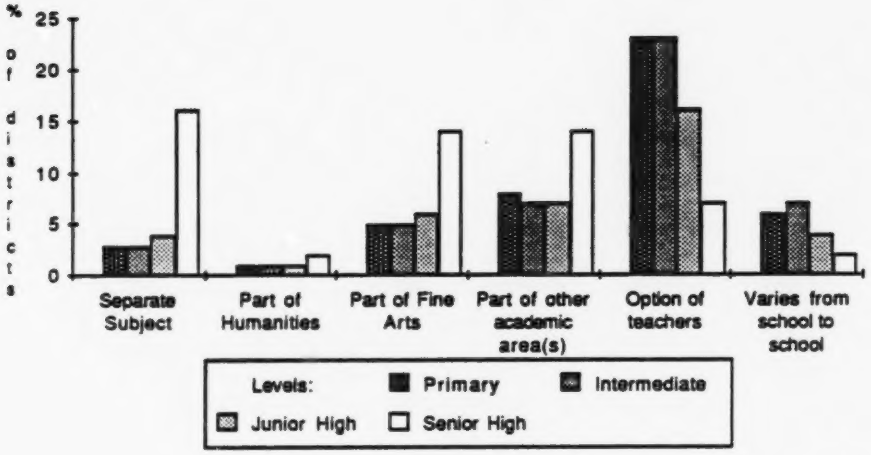

Chart 14. All districts: Dance scheduling

The scheduling of dance classes.

Dance most frequently appears as a separate subject (20 - 56%) and / or as a fine arts offering (20 - 56%), at the junior and senior high school levels of large districts.

Across districts, dance is scheduled most often at the option of teachers at the elementary levels (23%) and junior high level (16%).

Eleven percent of the responding districts indicated that dance is taught as a part of movement science in physical education departments.

52

Item 23.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	8	10	11	35
Part of Humanities	3	3	2	4
Part of Fine Arts	8	8	8	0
Part of other academic area(s)	16	21	16	4
Option of teachers	29	29	24	13
Varies from school to school	0	0	2	9
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	0	0	15	42
Part of Humanities	0	0	0	0
Part of Fine Arts	3	3	8	19
Part of other academic area(s)	15	13	15	0
Option of teachers	35	33	25	8
Varies from school to school	13	13	5	0
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	0	0	50	78
Part of Humanities	0	0	10	11
Part of Fine Arts	10	10	50	56
Part of other academic area(s)	20	20	10	11
Option of teachers	40	50	20	0
Varies from school to school	50	50	20	0
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	4	5	16	45
Part of Humanities	2	2	2	3
Part of Fine Arts	6	6	12	17
Part of other academic area(s)	16	18	15	3
Option of teachers	32	32	24	9
Varies from school to school	9	0	4	3

Table 20. Drama / Theatre. Percent of districts reporting on the scheduling of content.

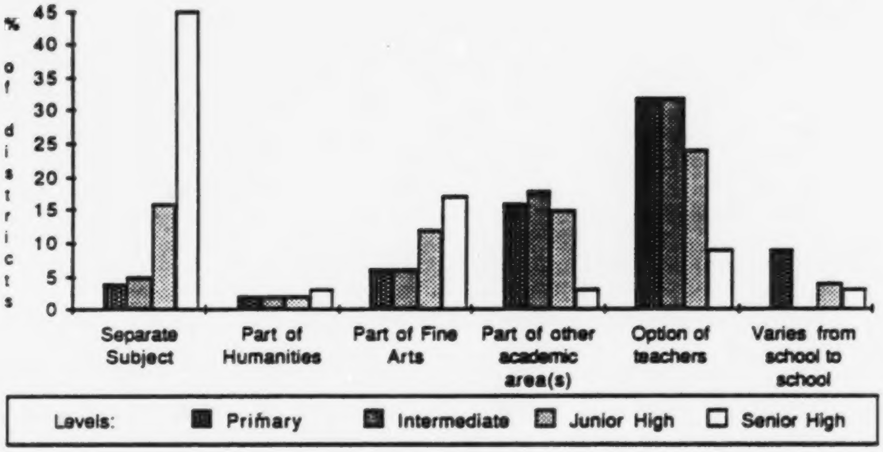

Chart 15. All districts: Drama / theatre scheduling

The scheduling of drama / theatre classes.

Drama / theatre most frequently appears as a separate subject (50 - 78%) or as a fine arts offering (50 - 56%), at the junior and senior high school levels of large districts.

In small and medium districts and at the primary, intermediate and junior high levels, drama / theatre is more frequently scheduled as part of other academic areas (13 - 21%) or at the option of the teachers (24 - 35 %).

Item 24.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	63	65	60	83
Part of Humanities	0	0	0	4
Part of Fine Arts	3	5	2	0
Part of other academic area(s)	15	13	10	0
Option of teachers	19	18	13	4
Varies from school to school	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	88	88	80	58
Part of Humanities	3	3	3	0
Part of Fine Arts	8	8	13	27
Part of other academic area(s)	8	0	3	4
Option of teachers	5	3	3	4
Varies from school to school	3	3	0	0
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	80	90	80	78
Part of Humanities	0	0	0	0
Part of Fine Arts	40	40	60	67
Part of other academic area(s)	10	10	0	0
Option of teachers	0	0	0	0
Varies from school to school	0	0	0	0
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	73	75	69	71
Part of Humanities	1	1	1	2
Part of Fine Arts	8	9	11	22
Part of other academic area(s)	12	8	6	2
Option of teachers	13	11	8	3
Varies from school to school	1	1	0	0

Table 21. Music. Percent of districts reporting on the scheduling of content.

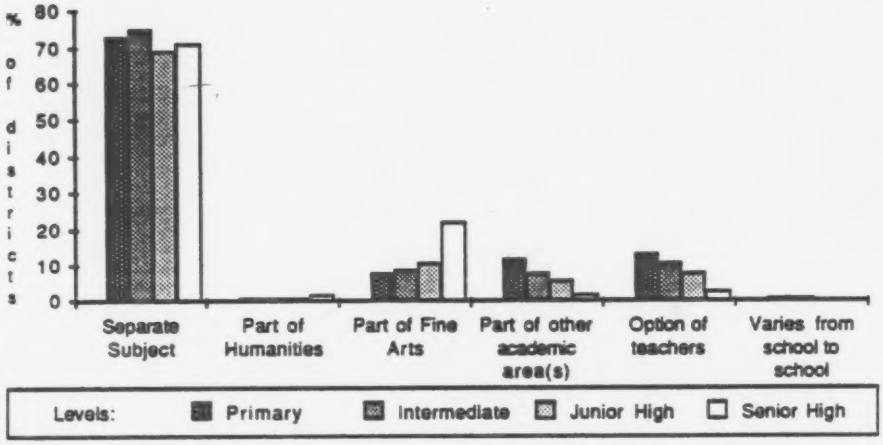

Chart 16. All districts: Music scheduling

The scheduling of music classes.

Within the small, medium and large districts, music most frequently appears as a separate subject (58 - 90%) at all levels.

Junior and senior high school offerings in medium (13 - 27%) and large (60 - 67%) districts are also frequently scheduled as part of fine arts offerings.

Small districts, more frequently than medium and large districts, also schedule music at primary and intermediate levels as either part of other academic areas (13 - 15%) or at the option of the teachers (18- 19%).

Item 25.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	2	2	0	0
Part of Humanities	5	5	6	4
Part of Fine Arts	6	6	6	0
Part of other academic area(s)	16	16	13	13
Option of teachers	24	24	19	13
Varies from school to school	2	2	2	4
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	3	0	3	0
Part of Humanities	3	3	3	4
Part of Fine Arts	18	18	10	4
Part of other academic area(s)	23	30	23	12
Option of teachers	20	15	15	19
Varies from school to school	18	15	10	12
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	0	10	0	0
Part of Humanities	0	0	0	11
Part of Fine Arts	10	10	20	22
Part of other academic area(s)	30	30	20	22
Option of teachers	20	30	20	33
Varies from school to school	30	40	30	44
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	2	2	1	0
Part of Humanities	4	4	4	5
Part of Fine Arts	11	11	9	5
Part of other academic area(s)	20	22	17	14
Option of teachers	22	21	18	19
Varies from school to school	10	10	7	14

Table 22. Traditional / Ethnic. Percent of districts reporting on the scheduling of content.

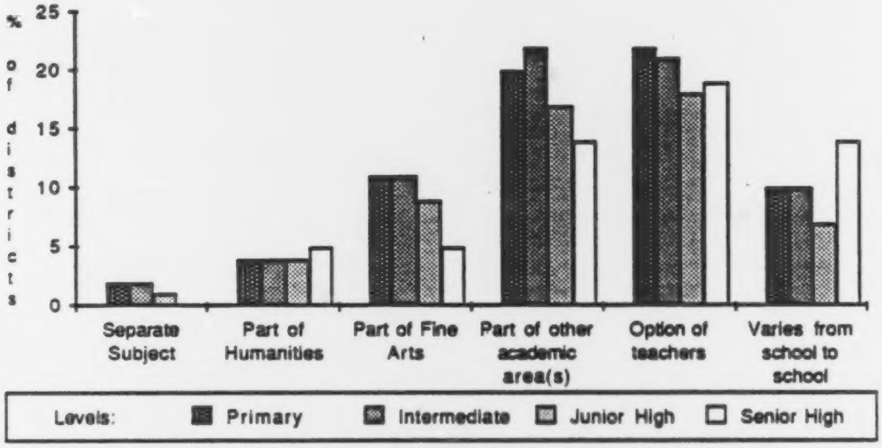

Chart 17. All districts: Traditional / ethnic scheduling

The scheduling of traditional / ethnic classes.

Traditional / ethnic arts are most frequently scheduled either at the option of teachers (18 - 22 %) of the districts responding, and / or as part of other academic areas (14 - 22 %) or fine arts areas (5 - 11 %).

Traditional / ethnic classes rarely exist as a separately scheduled arts offering (2 - 10 %).

Item 26.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	34	34	42	65
Part of Humanities	2	2	2	9
Part of Fine Arts	11	10	10	4
Part of other academic area(s)	18	21	11	0
Option of teachers	32	29	24	13
Varies from school to school	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	53	63	65	54
Part of Humanities	0	0	0	0
Part of Fine Arts	8	3	10	27
Part of other academic area(s)	23	13	3	4
Option of teachers	20	10	5	8
Varies from school to school	8	8	0	0
Large Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	70	80	60	67
Part of Humanities	0	0	0	0
Part of Fine Arts	30	40	60	78
Part of other academic area(s)	20	10	0	0
Option of teachers	10	10	10	11
Varies from school to school	0	0	0	0
All Districts	Primary	Intermediate	Junior High	Senior High
Separate Subject	44	48	52	60
Part of Humanities	1	1	1	3
Part of Fine Arts	12	10	14	26
Part of other academic area(s)	20	17	7	2
Option of teachers	26	21	16	10
Varies from school to school	3	3	0	0

Table 23. Visual art. Percent of districts reporting on the scheduling of content.

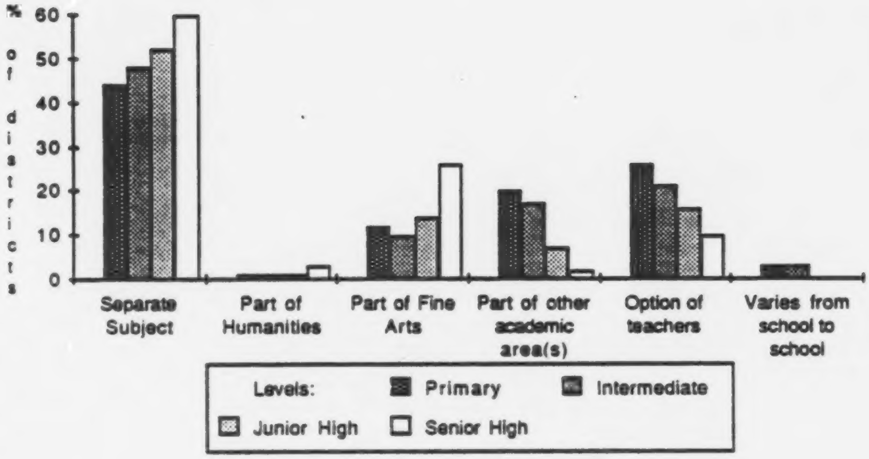

Chart 18. All districts: Visual art scheduling

The scheduling of visual art classes.

Visual art classes are most frequently scheduled as a separate subject (34 - 80 %) at all levels and among all districts.

Large districts cite the next most frequent scheduling option as part of fine arts (30 - 78 %) within all levels.

Small and medium districts schedule visual art as part of other academic areas at primary (18 - 23 %) and intermediate levels (13 - 21 %), and teachers, especially in small districts, have control over schedule options at primary (32%), intermediate (29%) and junior high (24%) levels.

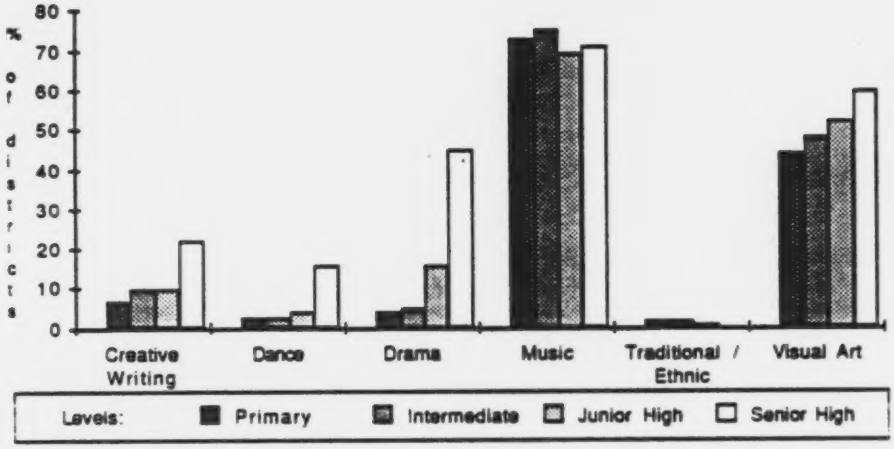

Chart 19. **All districts:** Percent of districts indicating arts areas taught as separate classes

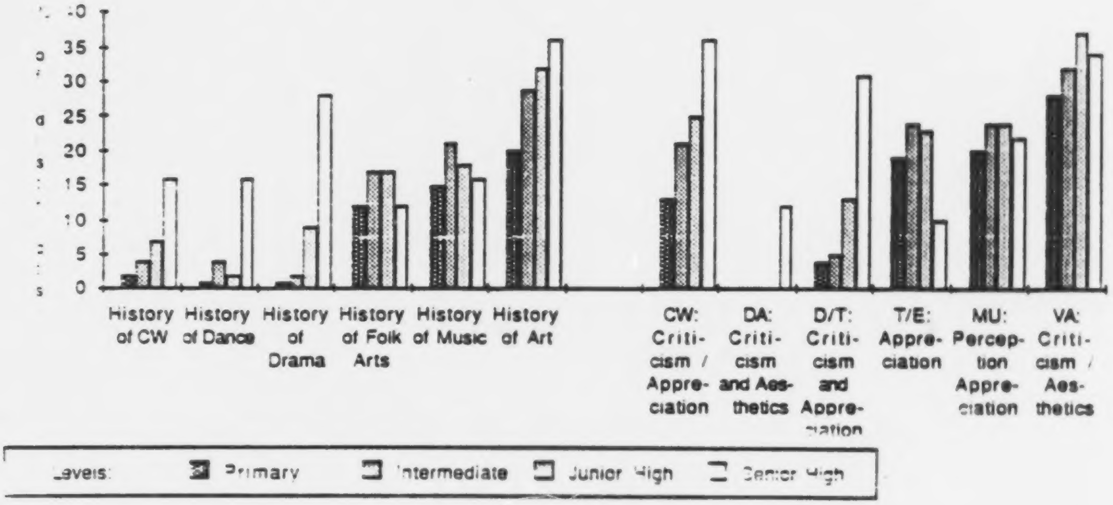

Chart 20. **All districts:** Percent of districts indicating arts history and arts criticism / appreciation taught as fine arts content

26A.				
Frequency of appearance of arts as separate subjects.				
	Primary	Intermediate	Junior High	Senior High
Creative Writing	7	10	10	22
Dance	3	3	4	16
Drama	4	5	16	45
Music	73	75	69	71
Traditional / Ethnic	2	2	1	0
Visual Art	44	48	52	60
HISTORICAL / CRITICAL: Representation within districts.				
All Districts	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	2	4	7	16
History of Dance	1	4	2	16
History of Drama	1	2	9	28
History of Folk Arts	12	17	17	12
History of Music	15	21	18	16
History of Art	20	29	32	36
CW: Criticism / Appreciati	13	21	25	36
DA: Criticism and Aesthetic	0	0	0	12
D/T: Criticism and Apprecia	4	5	13	31
T/E: Appreciation	19	24	23	10
MU: Perception Appreciatio	20	24	24	22
VA: Criticism / Aesthetics	28	32	37	34

Table 24. Scheduling and content comparisons among and between arts areas

Scheduling comparisons among and between arts areas.

The two charts to the left are prepared from the data in items fifteen through twenty-six to illustrate comparative relationships.

As illustrated in the top chart, music is most frequently taught as a separate subject in elementary through senior high situations (69 - 75%) while the next closest arts area, visual art, is taught less than 50% of the time as a separate subject at the elementary and intermediate levels (44 - 48 % of the responding districts), and only slightly more at the junior high (52%) and 60% at the senior high levels.

At the senior high level, dance (21%) and drama / theatre (45%) are scheduled as separate subjects in the districts.

No art area is scheduled as part of a fine arts offering in more than 26% of the districts participating in the survey. When they are, visual art, music, drama and dance provide the most frequency with creative writing and traditional / ethnic arts scheduled in this fashion least often.

Chart 20 was prepared to illustrate the percent of districts offering historical / criticl arts content areas. Visual art provides the most opportunity in both historical and critical / appreciative arenas and across grade levels. Creative writing and music follow closely with traditional / ethnic also well represented. Drama / theatre is well represented at the senior high level.

Item 27.				
Small Districts	Primary	Intermediate	Junior High	Senior High
Creative Writing	5	5	5	4
Dance	3	3	3	0
Drama/ Theatre	11	11	8	0
Music	10	11	10	0
Traditional/ Ethnic	6	6	6	0
Visual Arts	11	11	8	0
Medium Districts	Primary	Intermediate	Junior High	Senior High
Creative Writing	3	0	3	4
Dance	0	0	0	0
Drama/ Theatre	0	0	0	8
Music	3	0	3	8
Traditional/ Ethnic	0	0	0	8
Visual Arts	5	0	0	8
Large Districts	Primary	Intermediate	Junior High	Senior High
Creative Writing	10	10	0	0
Dance	10	10	10	0
Drama/ Theatre	10	10	20	11
Music	10	10	10	0
Traditional/ Ethnic	20	20	10	0
Visual Arts	10	10	10	11
All Districts	Primary	Intermediate	Junior High	Senior High
Creative Writing	4	4	4	3
Dance	3	3	3	0
Drama/ Theatre	7	7	6	5
Music	7	7	7	3
Traditional/ Ethnic	5	5	4	3
Visual Arts	9	7	5	5

Table 25. Integrated arts. Percent of districts reporting content of classes.

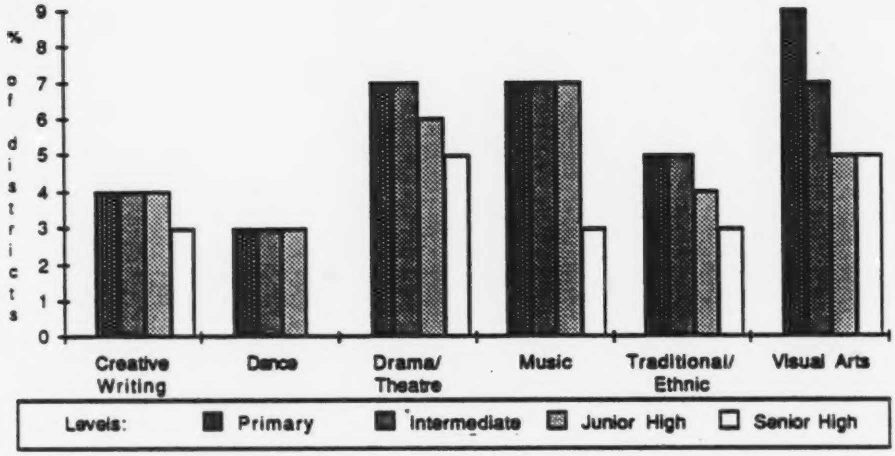

Chart 21. All districts: The composition of integrated arts offerings

The arts represented in integrated arts offerings.

Nine percent or fewer of the responding districts include the separate arts areas into a program of integrated arts. When they do, visual arts appears most frequently (5 - 9 %), and dance least frequently (0 - 3%) in these programs.

***For the purposes of this survey, INTEGRATED ARTS is a category used to represent programs wherein many arts and / or their appreciation are taught under an umbrella title such as "arts" or "fine arts" or "humanities", etc., rather than as separate subjects. This category is exclusive of such areas as industrial, technical and vocational arts.

Item 29.									
Small Districts	Primary	Intermediate	Junior High	High School					
Creative Writing	1.1	5.5	4.5	2.7					
Dance	0	0	0	0					
Drama / Theatre	0	0	2	2					
Music: Vocal	3.21	2.13	2.13	3.38	27.82	MUSIC			
Band	1.71	1.49	1.99	4.18					
Orchestra	0.08	0	0.25	0					
General	2.38	1.88	1.38	1.63					
Traditional / Ethnic	0	0	0	0					
Visual Art	3.05	3.35	3.35	6.05	15.8	ART			
Integrated Arts	0.5	0.5	1.5	1.8	65.72	ALL SPECIALISTS			
Medium Districts	Primary	Intermediate	Junior High	High School					
Creative Writing	7	5	9	3.5					
Dance	1	1	1.5	7.4					
Drama / Theatre	1	1	5.75	8.3					
Music: Vocal	31.6	36	27.25	13.7	305.35	MUSIC			
Band	8.5	18.3	34.3	18.25					
Orchestra	1	6.8	6.2	3.75					
General	36.6	40.3	20.1	2.7					
Traditional / Ethnic	0	0	0	0					
Visual Art	29.25	37.75	45.6	40.2	152.8	ART			
Integrated Arts	0.5	0.5	1.5	1.8	513.9	ALL SPECIALISTS			
					55.75				
Large Districts	Primary	Intermediate	Junior High	High School					
Creative Writing	0	0	0	4.5					
Dance	0	0	1	18.8					
Drama / Theatre	0	0	3.2	21.6					
Music: Vocal	5.3	5	22.1	22.7	390.08	MUSIC			
Band	9.6	55.3	42	21.7					
Orchestra	6.96	13.96	24.96	11.1					
General	37.5	81.8	26.8	3.3					
Traditional / Ethnic	0	0	0	0					
Visual Art	47.1	65.1	26.5	50.4	189.1	ART			
Integrated Arts	4.5	4.5	0	0	637.28	ALL SPECIALISTS			
					58.1				
All Districts	Primary	Intermediate	Junior High	High School		All Districts	Total FTE arts	% of total	
Creative Writing	8.1	10.5	13.5	10.7		Creative Writing	42.8	3.52	
Dance	1	1	2.5	26.2		Dance	30.7	2.52	
Drama / Theatre	1	1	10.95	31.9		Drama / Theatre	44.85	3.69	
Music: Vocal	40.11	43.13	51.48	39.78		Music: Vocal	174.5	14.34	
Band	19.81	75.09	78.29	44.13		Band	217.32	17.86	Music =
Orchestra	8.04	20.76	31.41	14.85		Orchestra	75.06	6.17	59.43
General	76.48	123.98	48.28	7.63	723.25	General	256.37	21.07	
Traditional / Ethnic	0	0	0	0		Traditional / Ethnic	0	0.00	
Visual Art	79.4	106.2	75.45	96.65	357.7	Visual Art	357.7	29.39	
Integrated Arts	5.5	5.5	3	3.6		Integrated Arts	17.6	1.45	

Table 26. FTE (full time equivalent) certified arts education teachers : 1987 - 1988

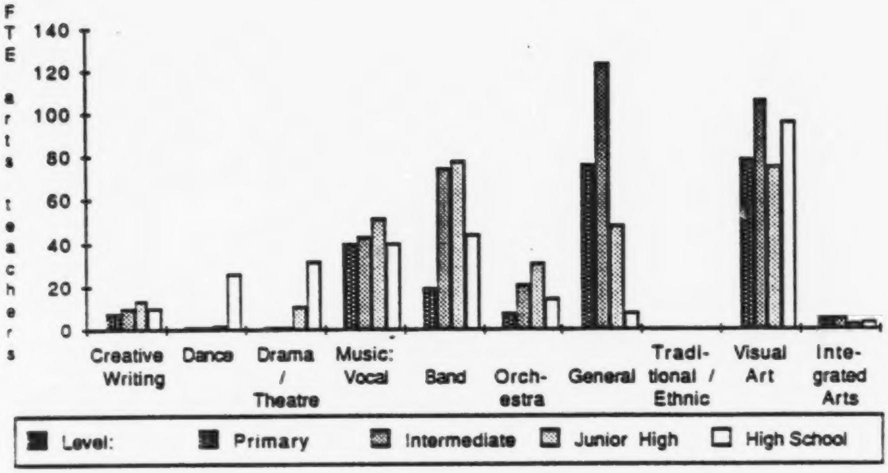

Chart 22. All districts: Certified FTE arts education teachers

Certified arts teachers.

Of the responding districts, teachers of music (59.43%) and visual art (29.39%), are most frequently employed. Within music, the areas of general music (21.07%), band (17.86%), vocal (14.34%), and orchestra (6.17%) are individually more staffed than drama / theatre (369%), dance (2.52%), creative writing (3.52%), integrated arts (1.45%) and traditional / ethnic (0%).

Large districts employ 52.36% of the arts teachers, medium districts 42.23%, and small districts 5.4%.

Across levels, more arts teachers are employed at the intermediate (N= 387.16) and junior high (N= 314.86) levels than at the primary (N= 239.44), or senior high (N= 275.44) levels.

Item 36.							
Small Districts	Primary	Intermediate	Junior High	High School	Totals:	Percents	
Creative Writing	372	374	229	95	1,070	4.48	
Dance	82	66	65	0	213	0.89	
Drama / Theatre	82	99	148	181	510	2.13	Music %
Music: Vocal	1,710	1,474	633	289	4,106	17.18	68.84
Band	17	4,149	4,012	387	8,565	35.83	
Orchestra	74	88	68	17	247	1.03	
General	2,021	1,212	303	0	3,536	14.79	
Traditional / Ethnic	249	491	157	25	922	3.86	
Visual Art	1,156	1,271	918	681	4,026	16.84	
Integrated Arts	403	229	75	0	707	2.96	
Total enrollment	6,166	9,453	6,608	1,675	23,902	100.00	
Medium Districts	Primary	Intermediate	Junior High	High School	Totals:	Percents	
Creative Writing	9,479	6,562	6,074	60	22,175	14.53	
Dance	15	15	75	940	1,045	0.68	
Drama / Theatre	15	15	639	555	1,224	0.80	Music
Music: Vocal	8,724	5.609	4,859	1,037	20,229	13.26	37.83
Band	82	2.076	1,997	1,356	5,511	3.61	
Orchestra	0	30	102	93	225	0.15	
General	15.851	11,771	4,137	0	31,759	20.81	
Traditional / Ethnic	0	0	0	0	0	0.00	
Visual Art	22,679	24.668	11,005	3,321	61,673	40.42	
Integrated Arts	3,789	2,982	1,876	100	8,747	5.73	
Total enrollment	60.634	53,728	30,764	7,462	152,588	100.00	
Large Districts	Primary	Intermediate	Junior High	High School	Totals:	Percents	
Creative Writing	7,421	6,985	4,582	83	19,071	9.49	
Dance	0	0	112	2,261	2,373	1.18	
Drama / Theatre	0	0	560	2,181	2,741	1.36	Music
Music: Vocal	0	0	2,945	2,453	5,398	2.69	49.48
Band	0	6,318	4,139	2,861	13,318	6.63	
Orchestra	414	2,937	1,623	634	5,608	2.79	
General	40.282	30.975	3,298	574	75,129	37.38	
Traditional / Ethnic	0	0	0	0	0	0.00	
Visual Art	34.394	31.087	5,109	6,784	77,374	38.49	
Integrated Arts	0	0	0	0	0	0.00	
Total enrollment	82,511	78,302	22,368	17,831	201,012	100.00	
All Districts	Primary	Intermediate	Junior High	High School	Totals:	Percents	
Creative Writing	17,272	13,921	10,885	238	42,316	11.21	
Dance	97	81	252	3,201	3,631	0.96	
Drama / Theatre	97	114	1,347	2,917	4,475	1.19	Music
Music: Vocal	10,434	7,083	8,437	3,779	29,733	7.88	45.99
Band	99	12.543	10,148	4,604	27,394	7.26	
Orchestra	488	3,055	1,793	744	6,080	1.61	
General	58.154	43,958	7,738	574	110.424	29.25	
Traditional / Ethnic	249	491	157	25	922	0.24	
Visual Art	58,229	57.026	17,032	10,786	143,073	37.90	
Integrated Arts	4,192	3,211	1,951	100	9,454	2.50	
Total enrollment	149.311	141.483	59.740	26.968	377.502	100.00	

Table 27. Student enrollment in arts offerings: 1986-1987.

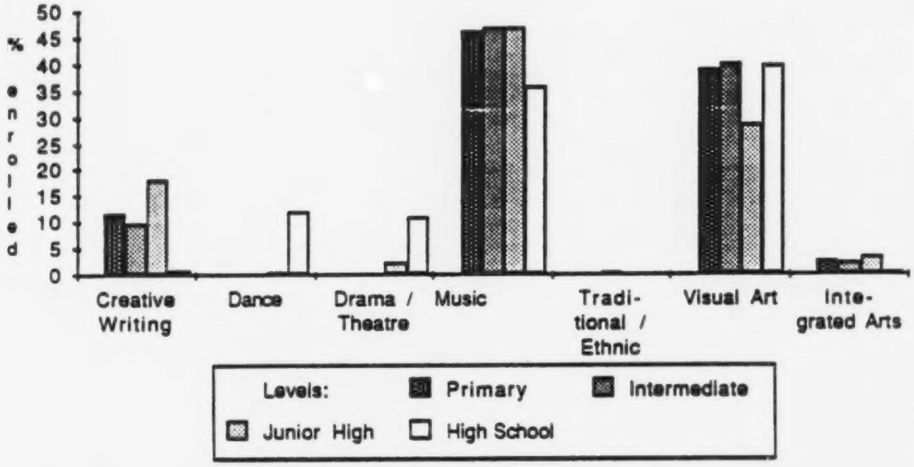

Chart 23. **All Districts:** Students enrolled in arts offerings (music grouped into one category)

Within the responding districts, duplication of enrollment occurs in music and art, especially at the primary and intermediate levels, and with noteable frequency in creative writing in early elementary levels.

Across grade levels, however, music (45.99%) enrolls the largest population of students, followed by visual art at 37.9%, creative writing at 11.21%, integrated arts at 2.5%, drama / theatre at 1.19%, dance at .96% and traditional / ethnic at .24%

Item 36B.				
All Districts:	Primary	Intermediate	Junior High	High School
Creative Writing	17,272	13,921	10,885	238
Dance	97	81	252	3,201
Drama / Theatre	97	114	1,347	2,917
Music: Vocal	10,434	7,083	8,437	3,779
Band	99	12,543	10,148	4,604
Orchestra	488	3,055	1,793	744
General	58,154	43,958	7,738	574
Traditional / Ethnic	249	491	157	25
Visual Art	58,229	57,026	17,032	10,786
Integrated Arts	4,192	3,211	1,951	100
Totals:	149,311	141,483	59,740	26,968
Total Arts Students:	377,502			
Percent of students enrolled in each art by level:				
All Districts:	Primary	Intermediate	Junior High	High School
Creative Writing	11.57	9.84	18.22	0.88
Dance	0.06	0.06	0.42	11.87
Drama / Theatre	0.06	0.08	2.25	10.82
Music: Vocal	6.99	5.01	14.12	14.01
Band	0.07	8.87	16.99	17.07
Orchestra	0.33	2.16	3.00	2.76
General	38.95	31.07	12.95	2.13
Traditional / Ethnic	0.17	0.35	0.26	0.09
Visual Art	39.00	40.31	28.51	40.00
Integrated Arts	2.81	2.27	3.27	0.37
Totals:	39.55	37.48	15.83	7.14
Item 36C. Total number of students per level.				
Small Districts	6,166	9,453	6,608	1,675
23902				
Medium Districts	60,634	53,728	30,764	7,462
152588				
Large Districts	82,511	78,302	22,368	17,831
201012				
All Districts	149,311	141,483	59,740	26,968

Table 28. Art student enrollment by arts area and percent enrolled

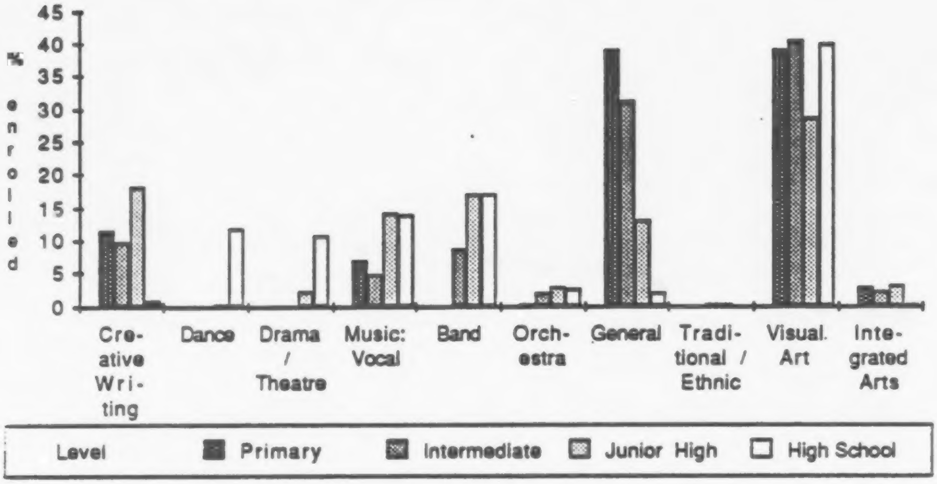

Chart 24. **All districts:** Percent enrollment by art subject (music presented in four instructional areas)

Among the arts and within grade levels, the largest enrollments occur in music (69,175 or 46.33% of primary level arts students and 66,639 or 47.1% of intermediate level) and visual art with (58,229 or 39% of the arts students at the primary level and 57,026 or 40.31% at the intermediate level).

At the junior high level where music enrollment consists of 28,116 students, music continues at 47.06% of the total number of students enrolled in arts at that level. At the senior high where arts are most frequently offered only as electives, music enrollment, at 9,701 reaches 35.97% of all students who enroll in arts at the senior level.

Visual art enrollments are 17,032 or 28.51% at the junior high and 10,786 or 40% of all students who enroll in arts at the senior high.

Creative writing has the next most frequently appearing arts enrollment with 17,272 or 11.57% at the primary level, 13,921 or 9.84% at the intermediate level, 10,885 or 18.22% at the junior high level and 238 or .88% of the total number of arts students enrolled at the senior high level.

Dance appears infrequently at the primary (97 students at .06%), intermediate (81 students at .06% of that level), junior high (252 or .42%), but increases to 3201 or 11.87% at the senior high school level.

Drama / theatre also appears infrequently at the primary (97 students at .06%) and intermediate (114 or .08%) levels, and begins to increase enrollment at the junior high level (1347 for 2.25%) and through senior high (2917 students at 10.82% of arts enrollment.

Item 28: Total number of FTE teachers, arts teachers, students and arts students in participating districts.

	All Teachers	Arts Teachers	Percent of art to all teachers	Percent by district size	All Students in this study:	Ratio: All tchrs to all students 1 to :
Small Districts	765	65.72	8.60	5	20,585	26.92
Medium Districts	12,980	513.9	3.96	42	135,011	10.40
Large Districts	14,892	637.28	4.28	52	244,611	16.43
All Districts	28,637	1,217	4.25	100	400,207	13.98

Students enrolled in arts classes. (Includes duplication of numbers)

	Primary	Intermediate	Junior High	Senior High	Totals / Size	Ratio: Arts tchr to all students 1 to :
Small Districts	6,166	9,453	6,608	1,675	23,902	363.69
Medium Districts	60,634	53,728	30,764	7,462	152,588	296.92
Large Districts	82,511	78,302	22,368	17,831	201,012	315.42
All Districts	149,311	141,483	59,740	26,968	377,502	310.22
Total arts enrollment:	377,502					

Item 29B: Ratio of arts teachers to arts enrolled students

All Districts	Teachers	Students	Ratio: 1 to
Creative Writing	42.8	42,316	984
Dance	30.7	3,631	117
Drama / Theatre	44.85	4,475	99
Music: Vocal	174.5	29,733	170
Band	217.32	27,394	126
Orchestra	75.06	6,080	81
General	256.37	110,424	431
Traditional / Ethnic	0	922	
Visual Art	357.7	143,073	400
Integrated Arts	17.6	9,454	537
Totals	1,217	377,502	310

Table 29. Teacher / students comparative information.
Arts teachers compared to students enrolled in arts being taught by FTE arts teachers.

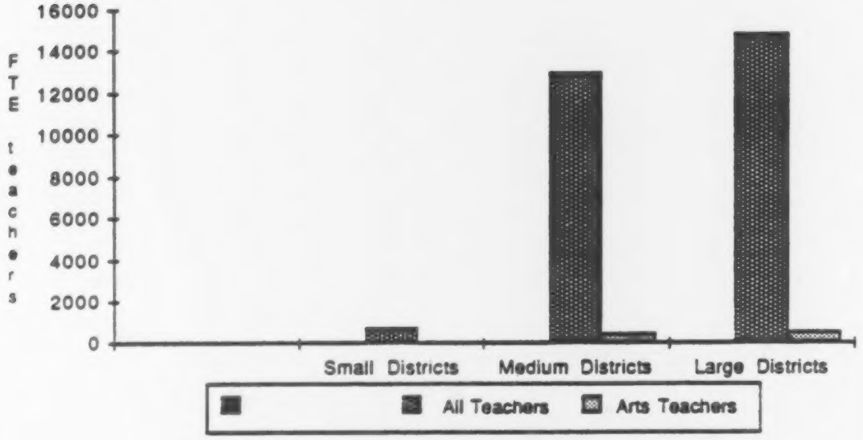

Chart 25. **All districts:** The comparative relationship between all teachers and arts teachers

Arts teachers, FTE teachers and student ratios.

The responding districts indicated the total number of full-time equivalent (FTE) teachers to be 36,772. Of these, 1217 (4.25%) were identified as FTE arts teachers. The ratio of all teachers to all students for reporting districts is 1 : 14.

The ratio of arts teachers to students enrolled in arts is 1 : 310. In small districts, ratio is 1 : 364; in medium districts: 1 : 297; in large districts: 1 : 315.

Item 30.				
Small Districts	**Primary**	**Intermediate**	**Junior High**	**High School**
Creative Writing	50	55	62	216
Dance	45	45	45	0
Drama / Theatre	63	75	65	237
Music: Vocal	65	66	66	270
Band	40	116	121	262
Orchestra	0	45	45	300
General	52	59	55	0
Traditional / Ethnic	90	90	0	0
Visual Art	64	63	79	312
Integrated Arts	64	60	53	0
Medium Districts	**Primary**	**Intermediate**	**Junior High**	**High School**
Creative Writing	60	76	141	238
Dance	0	0	225	245
Drama / Theatre	0	0	196	158
Music: Vocal	62	79	127	260
Band	35	99	159	257
Orchestra	40	46	193	250
General	51	62	147	0
Traditional / Ethnic	0	0	0	0
Visual Art	49	67	285	259
Integrated Arts	0	0	0	237
Large Districts	**Primary**	**Intermediate**	**Junior High**	**High School**
Creative Writing	75	75	0	0
Dance	50	75	0	0
Drama / Theatre	75	75	0	0
Music: Vocal	30	40	125	0
Band	0	78	187	0
Orchestra	85	78	87	0
General	42	56	99	0
Traditional / Ethnic	0	0	0	0
Visual Art	45	53	77	0
Integrated Arts	0	0	0	0
All Districts	**Primary**	**Intermediate**	**Junior High**	**High School**
Creative Writing	62	69	102	227
Dance	48	60	135	245
Drama / Theatre	69	75	131	198
Music: Vocal	52	62	106	265
Band	38	98	156	260
Orchestra	63	56	108	275
General	48	59	100	0
Traditional / Ethnic	90	90	0	0
Visual Art	53	61	147	286
Integrated Arts	64	60	53	237

Table 30. Average minutes per five instructional days REQUIRED for all students in each arts area.

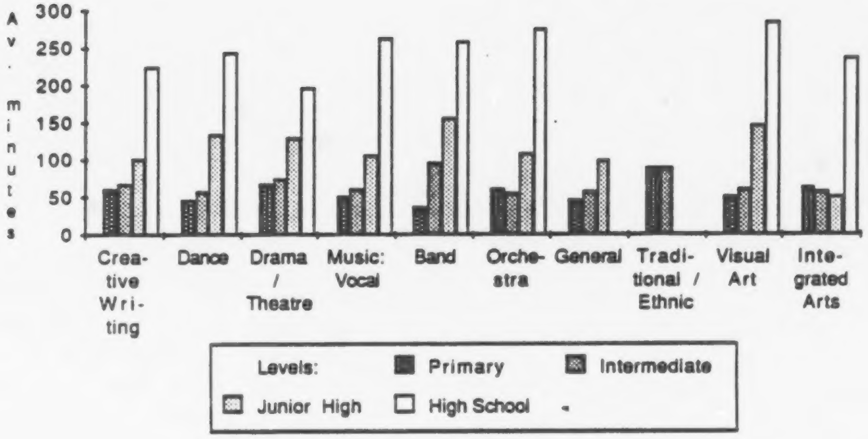

Chart 25. All districts: Average minutes per five instructional days required for all students in each arts area.

Required arts minutes per five instructional days.

When arts are required as content in the districts responding to this survey, such classes meet, across district sizes, between an average low of 30 minutes per five instructional days for vocal music and an average high of 90 minutes per five instructional days for traditional / ethnic study at the primary level; between an average low of 40 minutes per five instructional days for vocal music and an average high of 116 minutes per five instructional days for dance and orchestra at the intermediate level; from an average low of 45 minutes per five instructional days for dance to an average high of 285 minutes per five instructional days for visual art at the junior high level; and, betwen an average low of 158 minutes per five instructional days for drama / theatre to an average high of 312 minutes per five instructional days in visual art at the senior high level in small and medium districts.

Arts were not indicated as required in any of the senior high schools represented by the large districts.

Item 31.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	15	13	16	61
Dance	0	0	0	0
Drama / Theatre	0	0	23	42
Music: Vocal	66	71	65	100
Band	75	79	70	100
Orchestra	0	100	100	100
General	54	68	50	0
Traditional / Ethnic	0	0	0	0
Visual Art	44	49	57	80
Integrated Arts	10	22	20	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	36	36	87	64
Dance	0	0	0	79
Drama / Theatre	0	0	100	100
Music: Vocal	86	97	100	100
Band	57	93	97	100
Orchestra	100	83	100	100
General	89	88	95	0
Traditional / Ethnic	0	0	0	0
Visual Art	78	86	100	100
Integrated Arts	0	0	0	100
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	0	0
Music: Vocal	100	100	100	0
Band	0	70	100	0
Orchestra	58	79	100	0
General	88	91	100	0
Traditional / Ethnic	0	0	0	0
Visual Art	74	90	100	0
Integrated Arts	0	0	0	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	26	25	52	63
Dance	0	0	0	79
Drama / Theatre	0	0	62	71
Music: Vocal	84	89	88	100
Band	66	81	89	100
Orchestra	79	87	100	100
General	77	82	82	0
Traditional / Ethnic	0	0	0	0
Visual Art	65	75	86	90
Integrated Arts	10	22	20	100

Table 31. Percent of time that REQUIRED arts courses are taught by a certified arts specialist.

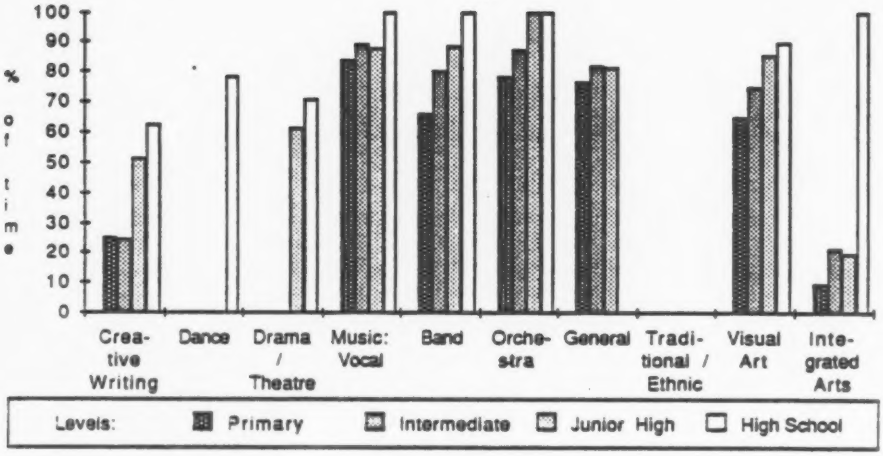

Chart 27. **All districts:** Percent of time that required classes are taught by a certified arts teacher

Required arts minutes taught by certified arts teachers.

In the responding districts, orchestra is more frequently taught 100% of the time by a certified arts specialist than any other arts area. Vocal music ranges in frequency from 65 - 100% in small districts and 86 - 100% in medium districts to 100% frequency at all levels in large districts.

Visual art is more apt to have certified art teachers in 100% of the districts at the junior and senior high levels of medium and large districts, between 44 and 80% frequencies at all levels of small districts and between 74 and 90% frequencies for primary and intermediate levels in medium and large districts.

No specialists are provided for traditional / ethnic art at any level, for dance at elementary and junior high levels, nor for drama / theatre at the elementary levels.

Item 33.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	60	45	50	180
Dance	0	0	90	0
Drama / Theatre	60	75	243	240
Music: Vocal	52	57	153	256
Band	30	90	218	276
Orchestra	0	90	170	400
General	81	100	257	250
Traditional / Ethnic	0	30	0	0
Visual Art	57	62	205	260
Integrated Arts	60	60	45	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	60	60	0	0
Dance	30	30	200	248
Drama / Theatre	30	30	230	249
Music: Vocal	35	42	232	277
Band	0	68	247	251
Orchestra	0	75	202	240
General	0	0	216	248
Traditional / Ethnic	0	0	0	0
Visual Art	67	63	230	269
Integrated Arts	30	45	275	225
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	237
Dance	0	0	250	271
Drama / Theatre	0	0	250	269
Music: Vocal	40	60	240	269
Band	0	113	249	268
Orchestra	100	92	240	275
General	40	40	267	275
Traditional / Ethnic	0	0	0	0
Visual Art	50	55	243	263
Integrated Arts	0	0	225	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	60	53	50	209
Dance	30	30	180	260
Drama / Theatre	45	53	241	253
Music: Vocal	42	53	208	267
Band	30	90	238	265
Orchestra	100	86	204	305
General	61	70	247	258
Traditional / Ethnic	0	30	0	0
Visual Art	58	60	226	264
Integrated Arts	45	53	182	225

Table 32. Average minutes per five instructional days ELECTIVE for all students in each arts area.

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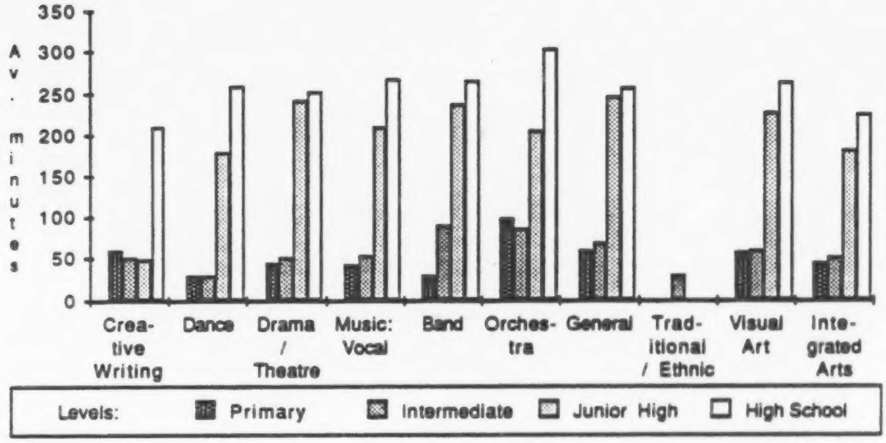

Chart 28. **All districts:** Average minutes per five instructional days elective for all students in each arts area.

Elective arts minutes per five instructional days.

When arts are elective as courses in the districts responding to this survey, such classes meet between an average low of 30 minutes per five instructional days for band, dance and drama / theatre to an average high of 100 minutes per five instructional days for orchestra at the primary level; between an average low of 30 minutes per five instructional days for traditional / ethnic, dance and drama / theatre to an average high of 113 minutes per five instructional days for band at the intermediate level; between an average low of 50 minutes per five instructional days for creative writing to an average high of 275 minutes per five instructional days for integrated art at the junior high level; and, between an average low of 180 minutes per five instructional days for creative writing and an average high of 400 minutes per five instructional days for orchestra at the senior high school level across all district sizes.

Item 34.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	93
Dance	0	0	0	0
Drama / Theatre	0	0	74	100
Music: Vocal	58	80	93	100
Band	100	93	86	100
Orchestra	0	100	100	100
General	90	100	100	100
Traditional / Ethnic	0	33	0	0
Visual Art	50	67	77	89
Integrated Arts	0	0	100	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	62	100
Drama / Theatre	0	0	80	93
Music: Vocal	100	100	100	100
Band	0	82	95	100
Orchestra	0	100	100	100
General	0	0	100	100
Traditional / Ethnic	0	0	0	0
Visual Art	47	84	95	100
Integrated Arts	100	100	100	100
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	100
Dance	0	0	30	63
Drama / Theatre	0	0	48	88
Music: Vocal	100	83	100	100
Band	0	100	100	100
Orchestra	100	100	100	100
General	100	100	100	100
Traditional / Ethnic	0	0	0	0
Visual Art	100	45	100	100
Integrated Arts	0	0	100	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	97
Dance	0	0	46	82
Drama / Theatre	0	0	67	94
Music: Vocal	86	88	98	100
Band	100	92	94	100
Orchestra	100	100	100	100
General	95	100	100	100
Traditional / Ethnic	0	33	0	0
Visual Art	66	65	91	96
Integrated Arts	100	100	100	100

Table 33. Percent of time that ELECTIVE arts courses are taught by a certified arts specialist.

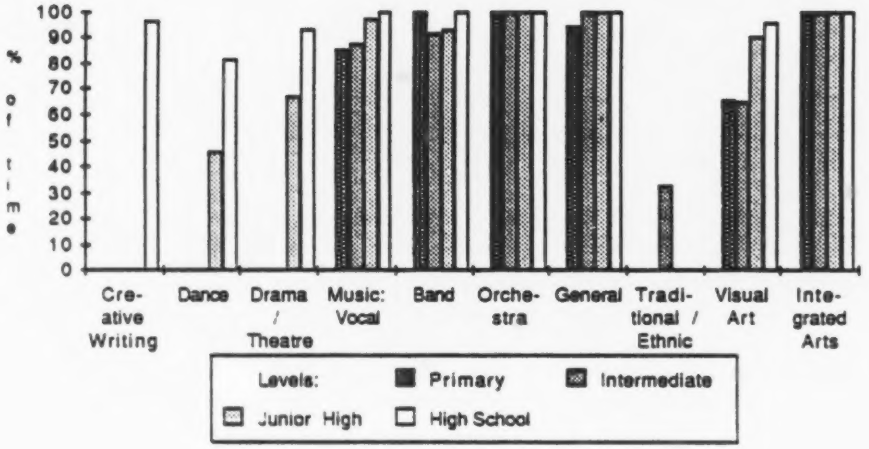

Chart 29. All districts: Percent of time that elective classes are taught by a certified arts teacher.

Elective arts minutes taught by certified arts teachers.

In the responding districts, orchestra and integrated arts are more frequently taught by certified arts teachers 100% of the time scheduled.

Vocal music in medium districts and general music in large districts are also taught 100% by certified arts specialists. While visual art is taught 100% of the elective course time at primary, junior and senior high levels in large districts, frequencies range from 50 to 89% across levels in small districts and 47% at primary to 100% at senior high levels in medium districts.

Item 32																				
Small Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	1.3	1.3	2.6	0	5.13	2.2	1.1	1.1	0	4.3	2.4	1.2	0	0	6	0	0	0	0	9.5
Dance	2.6	0	0	0	0	2.2	0	0	0	0	3.6	0	0	0	0	0	0	0	0	0
Drama / Theatre	2.6	0	0	0	0	2.2	0	1.1	0	0	3.6	0	0	0	1.2	0	0	0	0	4.8
Music: Vocal	10	9	5.1	1.3	1.28	6.5	11	3.3	1.1	1.1	8.3	6	2.4	1.2	3.6	0	0	0	4.8	19
Band	0	0	1.3	1.3	0	0	1.1	4.3	2.2	5.4	1.2	2.4	3.6	2.4	7.1	0	0	0	4.8	29
Orchestra	0	0	0	0	0	0	1.1	0	0	0	0	1.2	0	0	0	0	0	0	0	4.8
General	7.7	6.4	3.8	0	2.56	7.6	6.5	1.1	1.1	1.1	4.8	6	0	0	0	0	0	0	0	0
Traditional / Ethnic	0	0	0	0	0	1.1	0	0	0	0	1.2	0	0	0	0	0	0	0	0	0
Visual Art	13	10	5.1	1.3	0	13	7.6	4.3	2.2	0	11	4.8	6	2.4	4.8	0	0	4.8	9.5	9.5
Integrated Arts	2.6	2.6	0	0	0	2.2	1.1	0	0	0	2.4	0	0	0	0	0	0	0	0	0
Medium Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	1.6	0	1.6	0	1.59	1.3	0	0	0	1.3	0	0	0	0	6.1	0	0	0	0	3
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.1
Drama / Theatre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.5	0	0	0	0	12
Music: Vocal	14	6.3	1.6	0	0	9.1	2.6	1.3	0	2.6	1.5	4.5	0	0	15	0	0	0	0	21
Band	3.2	0	0	0	0	1.3	3.9	2.6	0	5.2	0	0	1.5	0	21	0	0	0	0	21
Orchestra	0	0	0	0	0	0	2.6	0	0	2.6	0	0	0	0	3	0	0	0	0	9.1
General	13	21	0	0	0	7.8	22	0	0	0	1.5	4.5	0	0	4.5	0	0	0	0	3
Traditional / Ethnic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	30	3.2	0	0	1.59	23	6.5	1.3	0	1.3	7.6	1.5	0	0	24	0	0	0	0	21
Integrated Arts	0	0	0	0	1.59	0	0	0	0	1.3	0	0	0	0	1.5	0	0	0	0	3
Large Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
Drama / Theatre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7.1	0	0	0	0	14
Music: Vocal	5.9	0	0	0	0	5.6	0	0	0	0	0	0	0	0	7.1	0	0	0	0	14
Band	0	0	5.9	0	0	0	5.6	5.6	0	0	0	0	14	0	14	0	0	0	0	14
Orchestra	0	5.9	0	0	0	0	11	0	0	0	0	0	0	0	7.1	0	0	0	0	14
General	29	18	0	0	0	22	17	0	0	0	14	7.1	0	0	0	0	0	0	0	0
Traditional / Ethnic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	35	0	0	0	0	33	0	0	0	0	14	0	0	0	0	0	0	0	0	0
Integrated Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	0	14
All Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	1.3	0.6	1.9	0	3.16	1.6	0.5	0.5	0	2.7	1.2	0.6	0	0	5.5	0	0	0	0	6.6
Dance	1.3	0	0	0	0	1.1	0	0	0	0	1.8	0	0	0	0	0	0	0	0	4.9
Drama / Theatre	1.3	0	0	0	0	1.1	0	0.5	0	0	1.8	0	0	0	1.8	0	0	0	0	9.8
Music: Vocal	11	7	3.2	0.6	0.63	7.5	6.4	2.1	0.5	1.6	4.9	4.9	1.2	0.6	8.5	0	0	0	1.6	20
Band	1.3	0	1.3	0.6	0	0.5	2.7	3.7	1.1	4.8	0.6	1.2	3.7	1.2	13	0	0	0	1.6	23
Orchestra	0	0.6	0	0	0	0	2.7	0	0	1.1	0	0.6	0	0	1.8	0	0	0	0	8.2
General	12	13	1.9	0	1.27	9.1	14	0.5	0.5	0.5	4.3	5.5	0	0	1.8	0	0	0	0	1.6
Traditional / Ethnic	0	0	0	0	0	0.5	0	0	0	0	0.6	0	0	0	0	0	0	0	0	0
Visual Art	22	6.3	2.5	0.6	0.63	19	6.4	2.7	1.1	0.5	9.8	3	3	1.2	12	0	0	1.6	3.3	15
Integrated Arts	1.3	1.3	0	0	0.63	1.1	0.5	0	0	0.5	1.2	0	0	0	1.8	0	0	0	0	3.3

Table 34. Percent of districts with REQUIRED arts classes meeting the number of days per week indicated by level.

Item 35.

Small Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	11	0	0	0	0	5.6	0	0	0	0	0	0	0	0	0	2.3	0	0	0	2.3
Dance	0	0	0	0	0	0	0	0	0	0	2.3	0	0	0	0	0	0	0	0	0
Drama / Theatre	11	0	0	0	0	5.6	0	0	0	0	2.3	2.3	0	0	4.5	0	0	0	2.3	9.3
Music: Vocal	11	11	11	0	0	8.3	11	5.6	0	0	6.8	2.3	4.5	0	9.1	0	0	0	0	21
Band	5.3	0	0	0	0	5.6	14	5.6	0	5.6	6.8	6.8	2.3	4.5	18	0	0	0	4.7	26
Orchestra	0	0	0	0	0	0	2.8	0	0	0	0	2.3	0	0	0	0	0	0	0	2.3
General	0	0	0	0	5.3	0	2.8	0	0	2.8	0	0	0	0	2.3	0	0	0	0	0
Traditional / Ethnic	5.3	0	0	0	0	5.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	11	11	5.3	0	0	5.6	8.3	2.8	0	0	2.3	6.8	4.5	0	9.1	0	0	0	9.3	21
Integrated Arts	5.3	0	0	0	0	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Medium Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2.5
Dance	0	7.1	0	0	0	0	2.9	0	0	0	0	1	0	0	0	0	0	0	0	6.2
Drama / Theatre	0	7.1	0	0	0	0	2.9	0	0	0	0	1	0	0	4	0	0	0	0	16
Music: Vocal	14	14	0	0	0	8.8	8.8	0	0	2.9	1	1	0	0	23	0	0	0	0	21
Band	0	7.1	0	0	0	0	21	15	0	8.8	2	2	3	0	27	0	0	0	0	20
Orchestra	7.1	0	0	0	0	2.9	2.9	2.9	0	0	0	2	0	0	5	0	0	0	0	6.2
General	7.1	7.1	0	0	0	0	2.9	0	0	0	0	0	0	0	4	0	0	0	0	4.9
Traditional / Ethnic	0	0	0	0	0	2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	21	0	0	0	0	8.8	2.9	0	0	0	2	0	0	0	20	0	0	0	0	20
Integrated Arts	0	0	0	0	7.1	0	0	0	0	2.9	0	0	0	0	1	0	0	0	0	3.7

Large Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.9
Dance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	12
Drama / Theatre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	16
Music: Vocal	0	0	0	0	0	10	5	0	0	0	2.5	2.5	0	0	15	0	0	0	0	16
Band	0	0	14	0	0	0	20	5	0	10	0	2.5	2.5	0	15	0	0	0	0	18
Orchestra	0	0	0	0	0	0	20	5	0	5	0	0	0	0	18	0	0	0	0	16
General	29	0	0	0	0	5	0	5	0	0	0	0	0	0	2.5	0	0	0	0	2
Traditional / Ethnic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	43	14	0	0	0	5	0	5	0	0	2.5	0	0	0	18	0	0	0	0	18
Integrated Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2.5	0	0	0	0	0

All Districts	PRIMARY					INTERMEDIATE					JUNIOR HIGH					SENIOR HIGH				
DAYS / WEEK:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creative Writing	5	0	0	0	0	2.2	0	0	0	0	0	0	0	0	0.5	0.6	0	0	0	2.9
Dance	0	2.5	0	0	0	0	1.1	0	0	0	0.5	0.5	0	0	1.1	0	0	0	0	6.3
Drama / Theatre	5	2.5	0	0	0	2.2	1.1	0	0	0	0.5	1.1	0	0	6	0	0	0	0.6	14
Music: Vocal	10	10	5	0	0	8.9	8.9	2.2	0	1.1	2.7	1.6	1.1	0	18	0	0	0	0	19
Band	2.5	2.5	2.5	0	0	2.2	18	8.9	0	7.8	2.7	3.3	2.7	1.1	22	0	0	0	1.1	21
Orchestra	2.5	0	0	0	0	1.1	6.7	2.2	0	1.1	0	1.6	0	0	6.5	0	0	0	0	8
General	7.5	2.5	0	0	2.5	1.1	2.2	1.1	0	1.1	0	0	0	0	3.3	0	0	0	0	2.9
Traditional / Ethnic	2.5	0	0	0	0	3.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Art	20	7.5	2.5	0	0	6.7	4.4	2.2	0	0	2.2	1.6	1.1	0	17	0	0	0	2.3	19
Integrated Arts	2.5	0	0	0	2.5	1.1	0	0	0	1.1	0	0	0	0	1.1	0	0	0	0	1.7

Table 35. Percent of districts with ELECTIVE arts classes meeting the number of days per week indicated by level.

Item 37.			
Small Districts	All Schools	Over 50%	Less than 50%
Creative Writing	7.46	1.49	0.00
Dance	2.99	0.00	0.00
Drama / Theatre	7.46	0.00	2.99
Music: Vocal	34.33	4.48	0.00
Band	29.85	2.99	0.00
Orchestra	1.49	0.00	0.00
General	19.40	2.99	0.00
Traditional / Ethnic	2.99	0.00	0.00
Visual Art	29.85	2.99	5.97
Integrated Arts	2.99	0.00	0.00
Medium Districts	All Schools	Over 50%	Less than 50%
Creative Writing	14.29	0.00	0.00
Dance	2.38	2.38	11.90
Drama / Theatre	11.90	11.90	9.52
Music: Vocal	47.62	28.57	7.14
Band	47.62	33.33	11.90
Orchestra	14.29	7.14	4.76
General	28.57	7.14	2.38
Traditional / Ethnic	0.00	2.38	2.38
Visual Art	52.38	23.81	9.52
Integrated Arts	0.00	0.00	0.00
Large Districts	All Schools	Over 50%	Less than 50%
Creative Writing	27.27	0.00	0.00
Dance	9.09	27.27	18.18
Drama / Theatre	54.55	9.09	9.09
Music: Vocal	63.64	36.36	18.18
Band	63.64	36.36	9.09
Orchestra	45.45	54.55	9.09
General	45.45	36.36	9.09
Traditional / Ethnic	9.09	0.00	0.00
Visual Art	45.45	36.36	18.18
Integrated Arts	9.09	0.00	0.00
All Districts	All Schools	Over 50%	Less than 50%
Creative Writing	11.67	0.83	0.00
Dance	3.33	3.33	5.83
Drama / Theatre	13.33	5.00	5.83
Music: Vocal	41.67	15.83	4.17
Band	39.17	16.67	5.00
Orchestra	10.00	7.50	2.50
General	25.00	7.50	1.67
Traditional / Ethnic	2.50	0.83	0.83
Visual Art	39.17	13.33	8.33
Integrated Arts	2.50	0.00	0.00

Table 36. Percent of districts with arts taught in a room designed, furnished and assigned primarily for instruction in that art.

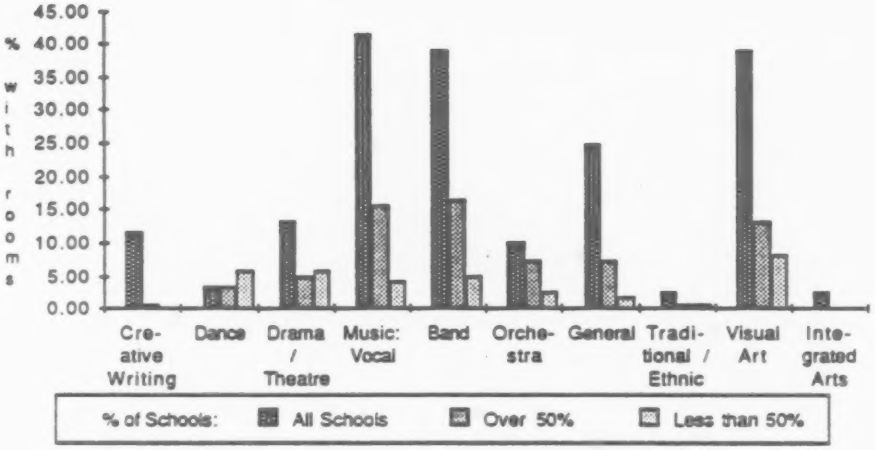

Chart 30. **All districts:** Arts taught in plant facilities especially designed for needs of the arts area.

Special arts rooms and / or spaces.

Large districts report the greatest frequencies (9 - 64%) of specially equipped rooms for arts instruction in all of the schools in their districts. Medium districts report between 2% and 52% frequency and small districts between 1.5% and 34.3% frequencies.

Integrated arts (2.5%), traditional / ethnic (2.5%) and dance (3.3 %) have the fewest special facilities and drama (13.3%, vocal music (42%), band (39%), orchestra (10%), general music (25%) and visual art (39%) are most likely to have special plant facilities in all of the schools.

Where all schools within a district are not provided special rooms, but where over 50% of the schools are so furnished, instances of 9.1% for drama, 27% for dance, 36-54% for music and 36% for visual art rooms occur in large districts.

Item 38.				
		% with Specialists		
Small Districts		36		
Medium Districts		38		
Large Districts		91		
All Districts		42		
Item 39.				
	Small Districts	Medium Districts	Large Districts	All Districts
Creative Writing	5	0	2	2
Dance	5	0	10	5
Drama / Theatre	8	4	13	8
Music: Vocal	23	24	15	20
Band	21	28	15	21
Orchestra	2	8	13	7
General	12	8	13	11
Traditional / Ethnic	0	0	3	1
Visual Art	23	26	15	21
Integrated Arts	3	2	3	3
Item 40.				
	Small Districts	Medium Districts	Large Districts	All Districts
Creative Writing	8	0	15	10
Dance	0	0	5	2
Drama / Theatre	16	0	25	17
Music	44	57	25	38
Visual Art	32	43	30	33
Item 41.				
	Small Districts	Medium Districts	Large Districts	All Districts
	39%	29%	45%	36%
Percent of frequency for non-arts areas of certification:				
Elementary Education (24%), Administration (22%), Curriculum (8%), Supervision (5%), Physical Education (5%), Math (4%), Vocational Education, Secondary Education, Reading and Science (2.7% each), and fifteen areas (1.4% each).				

Table 37. Arts supervision and specialization.

Item 38. Percent of districts with arts specialists or supervisors at the district level.

Item 39. Percent of districts with certified arts supervisors responsible for each arts area.

Item 40. Percent of districts with district level supervisors certified in the arts.

Item 41. Percent of districts with an arts coordinator and / or arts supervisor at the district level who is certified in some other academic area.

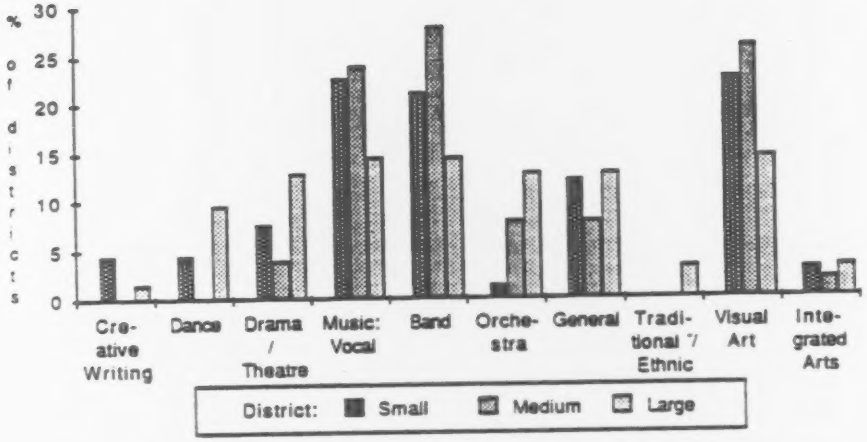

Chart 31. All districts: Certified arts specialists at district level.

Certified arts supervisors and specialists at the district level.

Overall, fewer than one-fourth of the districts responding to the survey have district level arts supervisors certified in one of the arts for which they are responsible.

As illustrated in the tables to the left, most districts report arts supervisors certified in music (38%), visual art (33%), drama (17%), creative writing (10%) or dance (2%).

District arts supervisors are as likely to be certified in non-arts areas such as elementary education (24%), administration (22%), curriculum (8%), supervision (5%), physical education (5%), math (4%), vocational education, secondary education, reading and science (2.7% each), and fifteen other areas at 1.4% each.

Item 42.				
	No formal	Editorial	Ltr or Number	Parent Tchr
Small Districts	Method	Comment	Grades	Conferences
Creative Writing	12	7	36	12
Dance	9	0	6	4
Drama / Theatre	10	1	21	10
Music	4	1	63	18
Traditional / Ethnic	3	0	9	4
Visual Art	7	6	55	19
Integrated Arts	4	0	9	4
	No formal	Editorial	Ltr or Number	Parent Tchr
Medium Districts	Method	Comment	Grades	Conferences
Creative Writing	10	5	50	21
Dance	17	0	12	7
Drama / Theatre	10	5	36	12
Music	5	12	86	40
Traditional / Ethnic	12	2	5	5
Visual Art	7	14	86	48
Integrated Arts	7	0	7	2
	No formal	Editorial	Ltr or Number	Parent Tchr
Large Districts	Method	Comment	Grades	Conferences
Creative Writing	9	18	64	36
Dance	18	9	64	27
Drama / Theatre	9	18	73	27
Music	0	27	100	45
Traditional / Ethnic	27	0	0	0
Visual Art	0	9	100	36
Integrated Arts	9	0	9	0
	No formal	Editorial	Ltr or Number	Parent Tchr
All Districts	Method	Comment	Grades	Conferences
Creative Writing	11	8	43	18
Dance	13	1	13	8
Drama / Theatre	10	4	31	13
Music	4	8	74	28
Traditional / Ethnic	8	1	7	4
Visual Art	7	9	70	31
Integrated Arts	6	0	8	3
Other forms of reporting included: Performances, Writing Folders, Teacher				
Observation, Pass/Fail in K-3, Informal Student Conferences and,				
Art Shows and Exhibits.				

Table 38. Percent of districts using evaluation methods listed for reporting student performance in the arts.

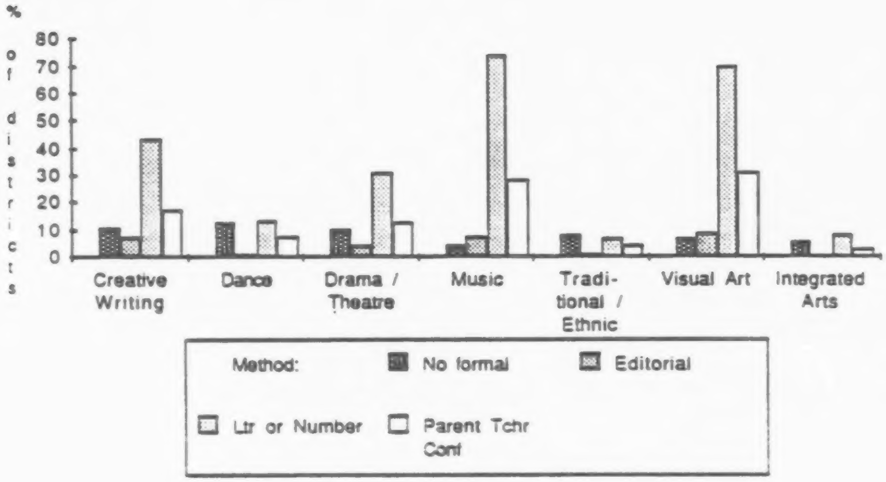

Chart 32. All districts: Percent of districts using evaluation methods listed for reporting student performance in the arts

Methods for reporting student growth in the arts.

While letter or number grades are indicated most frequently for music and visual art : 63% and 55% in small districts, 86% each in medium districts; and, 100% each in large districts, parent- teacher conferences, editorial comments, performances, observations, and "no formal method" also received notations from participating districts.

Most districts indicated use of more than one method of reporting, and that work in each arts area is reported by some method.

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Item 43.

	Number of Districts		
	More than one Carnegie Unit	One Carnegie in Fine Arts	One unit in area includes fine arts
Small Districts	1	1.5	2
Medium Districts	0	1	3
Large Districts	0	3	0
All Districts	1	5.5	5

Clarification:

The single small district represented as having "more than one carnegie unit" specified only creative writing.

Of those districts listing one Carnegie unit in Fine Arts, one small district cited a possible credit from drama / theatre, music or art and another cited a half unit in visual art.

The single medium district cited the unit as only in creative writing.

Three large districts specified one unit in either dance, drama / theatre, music or visual art. One of these districts added the commentary that the Fine Arts category also includes humanities and performing arts.

Of the small districts including a unit in an area that includes fine arts, one district cited creative writing and music, the other cited drama / theatre, music and visual art.

The three reporting medium districts cited (1) music and / or visual art, (2) music, (3) dance.

No large district cited instances in this category.

Table 39. Number of districts requiring arts credits for graduation from high school.

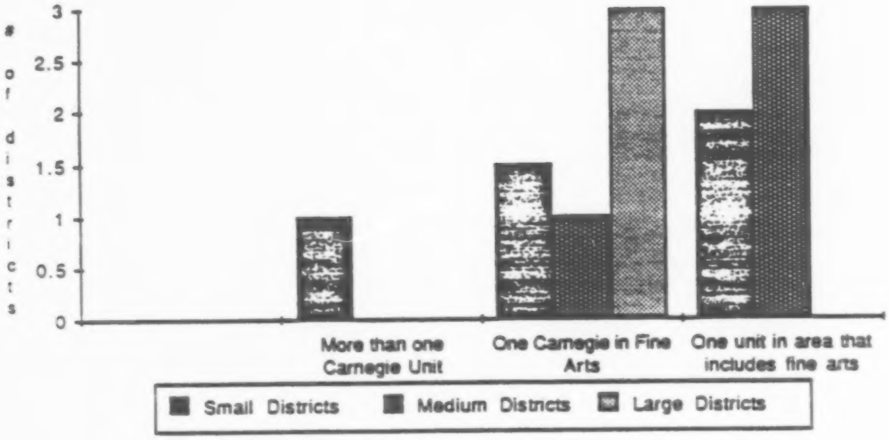

Chart 33. **All districts:** High school graduation requirements in the arts

High school graduation requirements in the arts.

Of the 58 responding districts with high schools, 5 require one Carnegie unit and one requires one-half a unit in fine arts for graduation from high school.

Of the 58 participating districts with high schools, 5 require one Carnegie unit in an area that includes fine arts (may include vocational / technical arts, foreign language, history, etc.).

Item 44.			
Small Districts	**Primary**	**Intermediate**	**Junior High**
Creative Writing	69	63	56
Dance	11	10	10
Drama / Theatre	35	61	21
Music	37	26	15
Traditional / Ethnic	18	18	15
Visual Art	42	35	21
Integrated Arts	18	18	15
Medium Districts	**Primary**	**Intermediate**	**Junior High**
Creative Writing	75	70	63
Dance	8	3	3
Drama / Theatre	33	25	10
Music	8	3	3
Traditional / Ethnic	30	25	13
Visual Art	30	18	10
Integrated Arts	15	15	13
Large Districts	**Primary**	**Intermediate**	**Junior High**
Creative Writing	70	70	20
Dance	10	10	0
Drama / Theatre	40	40	0
Music	0	0	0
Traditional / Ethnic	20	20	0
Visual Art	10	10	0
Integrated Arts	10	0	0
All Districts	**Primary**	**Intermediate**	**Junior High**
Creative Writing	71	66	55
Dance	10	7	6
Drama / Theatre	35	29	15
Music	23	15	9
Traditional / Ethnic	22	21	13
Visual Art	35	27	15
Integrated Arts	16	15	13

Table 40. Percent of districts with arts taught solely by the classroom teacher.

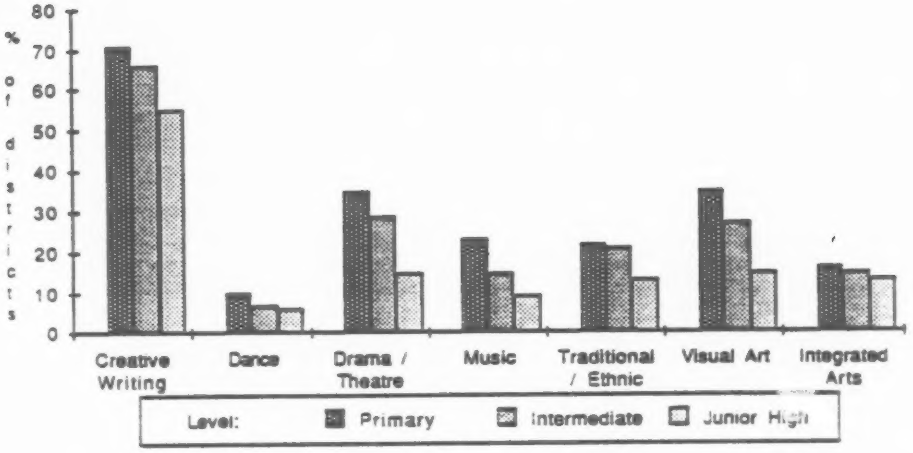

Chart 34. All districts: Arts taught solely by classroom teachers

Classroom teachers responsible for arts instruction.

Overall, classroom teacher responsibility for arts instruction is consistently greatest at the primary level, less at the intermediate and least at junior high levels.

Most frequently classroom teachers are solely responsible for creative writing at primary (69 - 75%), intermediate (63 - 70%) and junior high (56 - 63%) levels in small and medium districts and in 70% of the large districts at the primary and intermediate levels.

Drama / theatre (35% - 61%), music (37 - 26%) and visual art (42 - 35%) at primary and intermediate levels in small districts, drama / theatre (33 - 25%), traditional / ethnic (30- 25%) and visual art (30 - 18 %) at primary and intermediate levels in medium districts and drama / theatre (40%) and traditional / ethnic (20%) at primary and intermediate levels in large districts also are the sole responsibliity of the classroom teachers.

Item 45.			
Small Districts	Primary	Intermediate	Junior High
Creative Writing	0	0	2
Dance	0	0	0
Drama / Theatre	3	2	0
Music	13	15	10
Traditional / Ethnic	0	0	0
Visual Art	13	16	6
Integrated Arts	5	5	2
Medium Districts	Primary	Intermediate	Junior High
Creative Writing	0	0	0
Dance	0	0	0
Drama / Theatre	0	0	0
Music	28	28	10
Traditional / Ethnic	0	0	0
Visual Art	18	18	5
Integrated Arts	3	0	0
Large Districts	Primary	Intermediate	Junior High
Creative Writing	0	0	0
Dance	0	0	0
Drama / Theatre	0	0	0
Music	10	10	0
Traditional / Ethnic	10	10	0
Visual Art	30	30	10
Integrated Arts	10	10	0
All Districts	Primary	Intermediate	Junior High
Creative Writing	0	0	1
Dance	0	0	0
Drama / Theatre	2	1	0
Music	18	19	9
Traditional / Ethnic	1	1	0
Visual Art	16	18	6
Integrated Arts	4	4	1

Table 41. Percent of districts with arts taught by the classroom teacher in cooperation with an arts teacher.

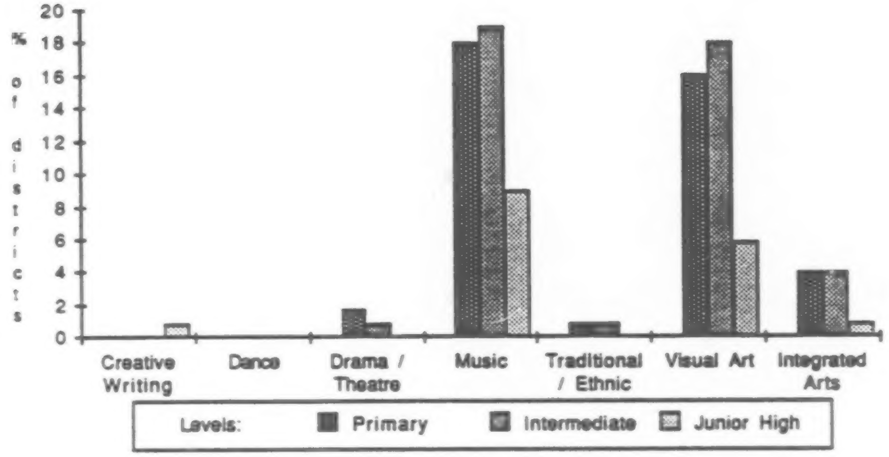

Chart 35. **All districts:** Arts taught by classroom teacher and arts teachers

Cooperative arts instruction.

Visual art and music are most frequently taught by a classroom teacher working with an arts teacher at the primary level (16 - 18% of the districts reporting) and intermediate (18 - 19% of the districts).

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Item 46.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	2	2	0	0
Dance	2	3	2	0
Drama / Theatre	3	3	3	9
Music	11	10	8	4
Traditional / Ethnic	5	6	3	0
Visual Art	5	10	6	4
Integrated Arts	2	2	0	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	3	0	0	4
Music	3	3	0	4
Traditional / Ethnic	0	3	0	0
Visual Art	10	10	3	0
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	0	0
Music	20	20	0	0
Traditional / Ethnic	0	0	0	0
Visual Art	10	10	0	0
Integrated Arts	10	10	10	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	1	1	0	0
Dance	1	2	1	0
Drama / Theatre	3	2	2	5
Music	9	8	4	3
Traditional / Ethnic	3	4	2	0
Visual Art	7	10	4	2
Integrated Arts	2	2	1	0

Table 42. Percent of districts with arts enriched or team taught by a parent and / or community volunteer as part of the regular district curriculum.

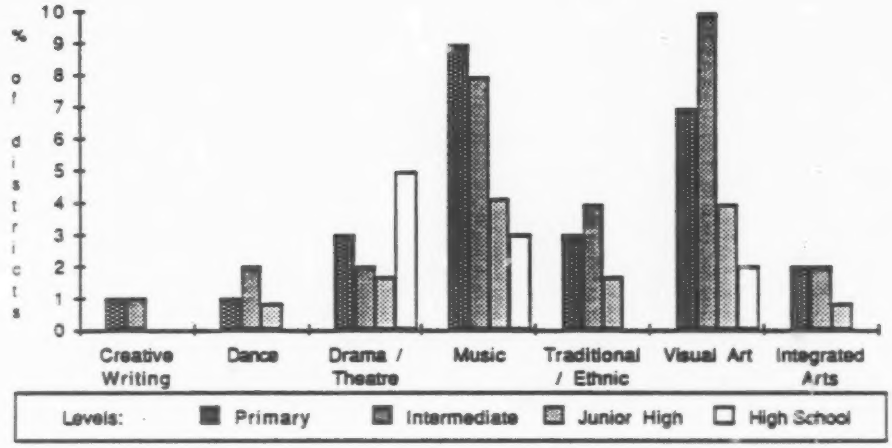

Chart 36. **All districts:** Arts enriched or team taught by parent and / or community volunteer as part of regular curriculum

Arts enrichment by parents and / or community volunteers.

While 10% or fewer of the responding districts regularly utilize parents and / or community volunteers to enrich or team teach in the arts, when they do, art (4 to 10%), music (4 - 9 %), traditional / ethnic (2 - 4%) and drama (2 - 3 %) are cited most frequently at the primary, intermediate and junior high levels.

Item 47.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	2	2	0	9
Dance	2	2	2	0
Drama / Theatre	3	3	3	0
Music	15	15	13	22
Traditional / Ethnic	5	5	5	0
Visual Art	11	13	13	9
Integrated Arts	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	13	23	20	8
Dance	10	10	3	8
Drama / Theatre	15	18	10	8
Music	20	28	20	8
Traditional / Ethnic	13	13	18	8
Visual Art	28	30	20	15
Integrated Arts	5	5	3	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	30	40	20	11
Dance	40	40	30	33
Drama / Theatre	40	40	40	33
Music	40	50	40	33
Traditional / Ethnic	30	30	20	11
Visual Art	60	70	60	56
Integrated Arts	30	30	30	11
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	8	13	9	9
Dance	8	8	4	9
Drama / Theatre	11	12	9	9
Music	19	22	18	17
Traditional / Ethnic	10	10	11	5
Visual Art	21	24	20	19
Integrated Arts	4	4	4	2

Table 43. Percent of districts with arts enriched by an artist in residence.

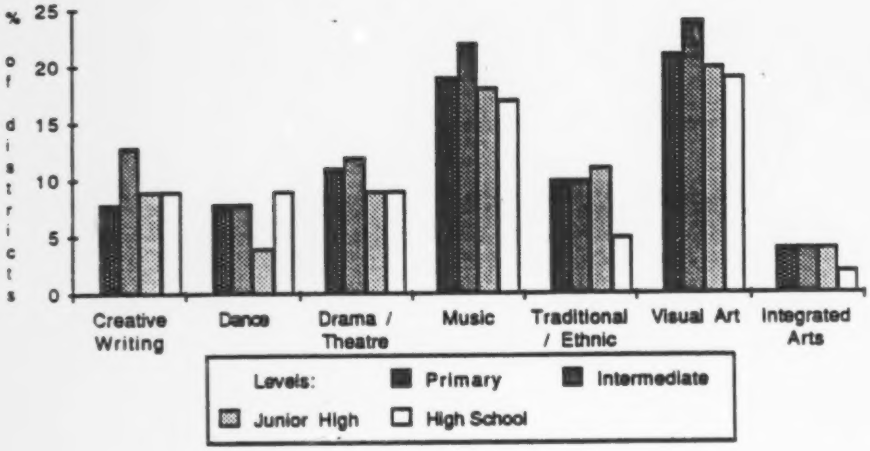

Chart 37. All districts: Arts enriched by an artist in residence

Professional artists in education.

At all levels and district sizes, artists in residence contribute to the enrichment of every arts area as reported by 2% of the districts for integrated arts at the senior high level to 24% for visual art at the intermediate level. Elementary through junior high music (18 - 22%), and visual art (20 - 24%) are cited most frequently.

Within districts, artists in residence appear in small districts most frequently in music (13 - 22%), and art (9 - 13%) at all levels; in medium districts, they appear most frequently in visual art (15 - 30%), music (8 - 28%), creative writing (8 - 23%), and drama / theatre and traditional / ethnic (8 - 18%) across levels.

Large districts most frequently engage artists in residence in visual art (56 - 70% of districts), music (33 - 50%), dance and drama / theatre (33 - 40%) with creative writing (11 - 40%) and traditional / ethnic and integrated arts at 11 - 30% across all levels.

Item 48.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	35	36	22	32
Dance	47	47	70	3
Drama / Theatre	36	37	28	32
Music	17	18	13	12
Traditional / Ethnic	48	48	47	0
Visual Art	28	30	24	8
Integrated Arts	36	36	22	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	7	8	14	50
Dance	50	30	95	3
Drama / Theatre	33	30	65	5
Music	6	6	18	8
Traditional / Ethnic	5	18	33	27
Visual Art	16	14	21	8
Integrated Arts	80	45	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	5	3	5	0
Dance	50	35	30	0
Drama / Theatre	13	15	9	10
Music	5	6	5	10
Traditional / Ethnic	5	5	5	0
Visual Art	6	7	7	10
Integrated Arts	1	1	1	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	16	16	14	27
Dance	49	37	65	2
Drama / Theatre	27	27	34	16
Music	9	10	12	10
Traditional / Ethnic	19	24	28	9
Visual Art	17	17	17	9
Integrated Arts	39	27	8	0

Table 44. Percent of total arts program augmented by various delivery systems : average percentage by level and subject area.

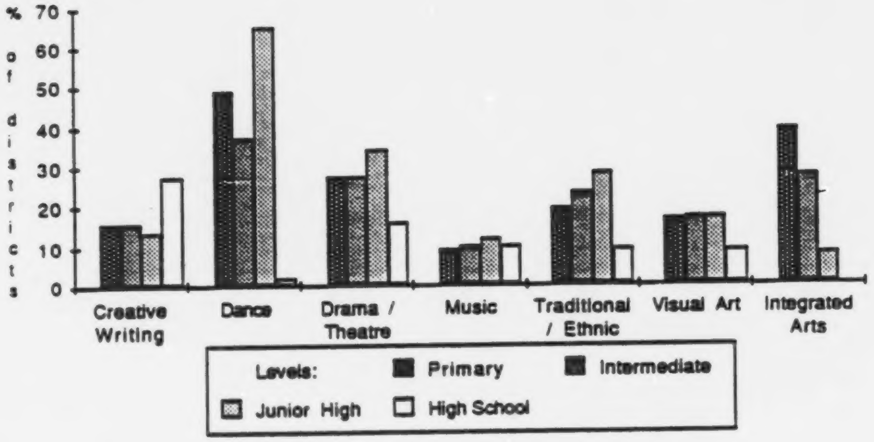

Chart 38. All districts: Arts augmented by various delivery systems

Arts instruction augmented by other agencies.

Two tables and charts are presented to illustrate the district responses to item #48. In the first set on the facing page, the percents in the table for item 48A are averages of those estimated by respondents. On the next page, another table for item 48B has been prepared to illustrate the range of estimated percentages. Thus, while the average percent of augmentation for creative writing at the primary level in small districts is 35%, the percentages estimated by responding district agents range from as little as 10% in some small districts to as much as 100% in others for creative writing at the primary level.

The highest average percent that program augmentation occurs is for dance (49% at primary, 37% at intermediate and 65% for junior high levels). The least occurs for music.

Item 48.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	10 - 100	5 - 100	5 - 22	5 - 60
Dance	20 -100	20 - 100	22 - 100	3 - 3
Drama / Theatre	5 - 100	5 - 100	5 - 50	15 - 50
Music	5 - 50	5 - 50	5 - 22	5 - 20
Traditional / Ethnic	20 - 100	20 - 100	20 - 100	0 - 0
Visual Art	2 - 100	4 - 100	5 - 100	2 - 12
Integrated Arts	22 - 50	22 - 50	22 - 22	0 - 0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	3 - 10	3 - 10	3 - 50	50 - 50
Dance	10 - 90	10 - 90	90 - 100	1 - 5
Drama / Theatre	10 - 100	3 - 100	10 - 100	1 - 5
Music	2 - 10	1 - 10	1 - 100	3 - 15
Traditional / Ethnic	2 - 10	5 - 10	5 - 100	5 - 50
Visual Art	1 - 80	1 - 80	1 - 80	1 - 20
Integrated Arts	80 - 80	10 - 80	0 - 0	0 - 0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	5 - 5	5 - 5	5 - 5	0 - 0
Dance	50 - 50	50 - 50	50 - 50	0 - 0
Drama / Theatre	1 - 25	1 - 25	1 - 25	10 - 10
Music	1 - 5	1 - 5	1 - 5	10 - 10
Traditional / Ethnic	5 - 5	5 - 5	5 - 5	0 - 0
Visual Art	1 - 10	1 - 10	1 - 10	10 - 10
Integrated Arts	1 - 1	1 - 1	1 - 1	0 - 0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	2 - 100	3 - 100	3 - 50	5 - 60
Dance	10 - 90	10 - 100	22 - 100	3 - 5
Drama / Theatre	1 - 100	1 - 100	1 - 100	1 - 15
Music	1 - 50	1 - 50	1 - 100	3 - 20
Traditional / Ethnic	2 - 100	5 - 100	5 - 100	5 - 15
Visual Art	1 - 100	1 - 100	1 - 100	1 - 20
Integrated Arts	1 - 80	1 - 80	1 - 22	0 - 0

Table 45. Percent of total arts program augmented by various delivery systems : range of percentages by level and subject area.

Item 49.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	2	4
Music	3	3	5	13
Traditional / Ethnic	0	0	0	0
Visual Art	2	2	2	4
Integrated Arts	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	0	0
Music	3	3	3	0
Traditional / Ethnic	0	0	0	0
Visual Art	0	0	0	0
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	0	0
Music	0	0	0	0
Traditional / Ethnic	0	0	0	0
Visual Art	0	0	0	0
Integrated Arts	0	0	0	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	0	0	1	2
Music	3	3	4	5
Traditional / Ethnic	0	0	0	0
Visual Art	1	1	1	2
Integrated Arts	0	0	0	0

Table 46. Percent of districts with arts taught by certified arts teacher(s) shared with (a) neighboring district(s).

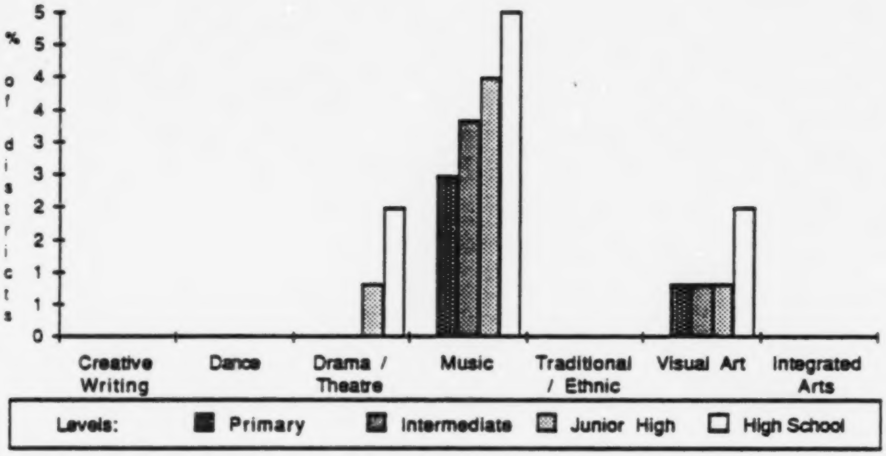

Chart 39. All districts: Districts sharing arts teachers with other districts

Sharing arts teachers among and between districts.

Fewer than five percent of the responding districts indicate that arts teachers are shared with other districts.

When sharing does occur, the greatest frequency is in small districts for music (3 - 13 %), and visual art (1%) across all levels, and drama / theatre (2 - 4%) at junior and senior levels.

In medium districts, greatest frequency is in music (3%) at primary, intermediate and junior high levels.

Item 50.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	2	2	2	9
Dance	0	0	2	0
Drama / Theatre	3	3	5	22
Music: Vocal	2	3	6	17
Band	3	6	11	17
Orchestra	0	2	2	0
General	0	0	0	0
Traditional / Ethnic	3	3	3	4
Visual Art	6	6	8	9
Integrated Arts	0	0	0	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	8
Dance	8	5	5	12
Drama / Theatre	10	10	15	38
Music: Vocal	8	10	15	23
Band	5	23	30	35
Orchestra	3	8	5	8
General	5	5	3	8
Traditional / Ethnic	0	0	3	4
Visual Art	3	8	10	19
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	10	10	10	33
Dance	20	20	10	22
Drama / Theatre	10	20	30	56
Music: Vocal	0	30	40	33
Band	10	70	70	33
Orchestra	10	50	50	22
General	0	0	0	0
Traditional / Ethnic	0	0	0	0
Visual Art	40	50	60	67
Integrated Arts	0	0	0	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	2	2	2	12
Dance	4	4	4	9
Drama / Theatre	6	7	11	34
Music: Vocal	4	8	13	22
Band	4	18	23	28
Orchestra	2	8	7	7
General	2	2	1	3
Traditional / Ethnic	2	2	3	3
Visual Art	8	11	13	22
Integrated Arts	0	0	0	0

Table 47. Percent of districts with district-wide extra-curricular arts programs.

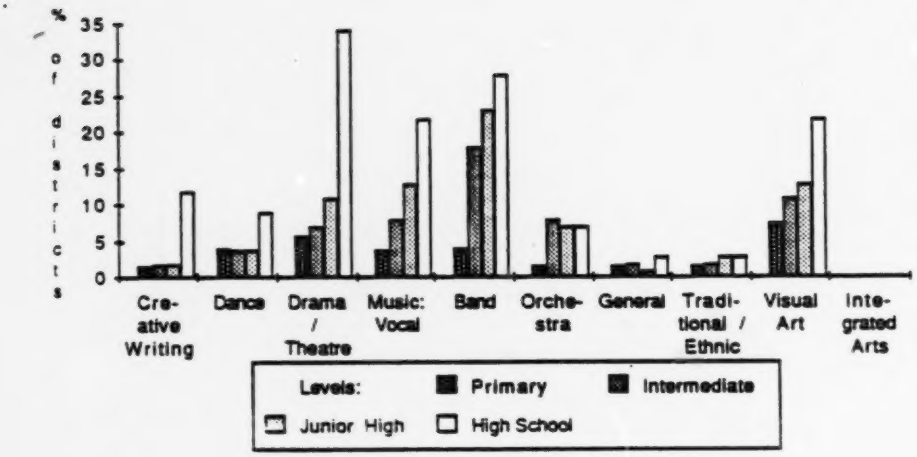

Chart 40. All districts: Extra - curricular arts programs.

District - wide, extra - curricular arts programs.

Across district size, band appears most frequently (4 - 28% of all districts responding) especially at the intermediate (18%), junior high (23%) and senior high (28%). Band is followed closely by drama / theatre (6 - 34%), visual art (8 - 22%) and vocal music (4 -22%).

Across subject areas, creative writing (12%), drama (34%), vocal music (22%) and visual art (22%), appear most frequently at the senior high level.

Within district size, large districts report the greatest frequencies for extra - curricular arts (0 - 70% of districts). The largest number of small districts (22%) report drama / theatre as the leading, extra - curricular program.

Integrated arts (0%) , traditional / ethnic (2 - 3 %) and general music (1 - 3 %) are least frequently included as extra - curricular programs.

Item 51.						
	Before	During	After	Pull Outs		
Small Districts	School	Lunch	School	During classes	Saturdays	Other
Creative Writing	1	1	1	0	0	0
Dance	0	0	1	0	0	0
Drama / Theatre	0	0	6	0	0	1
Music: Vocal	6	1	9	6	0	3
Band	3	0	12	12	1	3
Orchestra	0	0	3	1	1	0
General	0	0	0	0	0	0
Traditional / Ethnic	0	0	0	1	0	0
Visual Art	0	0	0	3	0	1
Integrated Arts	0	0	0	0	0	0
	Before	During	After	Pull Outs		
Medium Districts	School	Lunch	School	During classes	Saturdays	Other
Creative Writing	0	0	2	2	0	0
Dance	2	0	10	5	7	5
Drama / Theatre	0	2	26	5	5	7
Music: Vocal	7	2	17	36	7	5
Band	17	5	36	36	7	7
Orchestra	0	0	12	10	2	2
General	0	0	0	0	2	0
Traditional / Ethnic	0	0	2	0	0	0
Visual Art	0	5	7	14	7	5
Integrated Arts	0	2	0	2	0	0
	Before	During	After	Pull Outs		
Large Districts	School	Lunch	School	During classes	Saturdays	Other
Creative Writing	9	0	18	0	0	9
Dance	9	0	27	9	0	18
Drama / Theatre	9	0	55	0	0	9
Music: Vocal	27	18	45	27	0	9
Band	27	9	18	64	27	9
Orchestra	18	9	36	55	9	9
General	0	0	0	0	0	9
Traditional / Ethnic	0	0	0	0	0	0
Visual Art	9	0	36	9	9	18
Integrated Arts	0	0	0	0	0	0
	Before	During	After	Pull Outs		
All Districts	School	Lunch	School	During classes	Saturdays	Other
Creative Writing	2	1	3	1	0	1
Dance	2	0	7	3	3	3
Drama / Theatre	1	1	18	2	2	4
Music: Vocal	8	3	15	18	3	4
Band	10	3	21	25	6	5
Orchestra	2	1	9	9	3	2
General	0	0	0	0	1	1
Traditional / Ethnic	0	0	1	1	0	0
Visual Art	1	2	6	8	3	4
Integrated Arts	0	1	0	1	0	0
"Other" includes summer school, field trips, homeroom, clubs, special festivals						
and evening performances.						

Table 48. Percent of districts with time scheduled for extra - curricular programs.

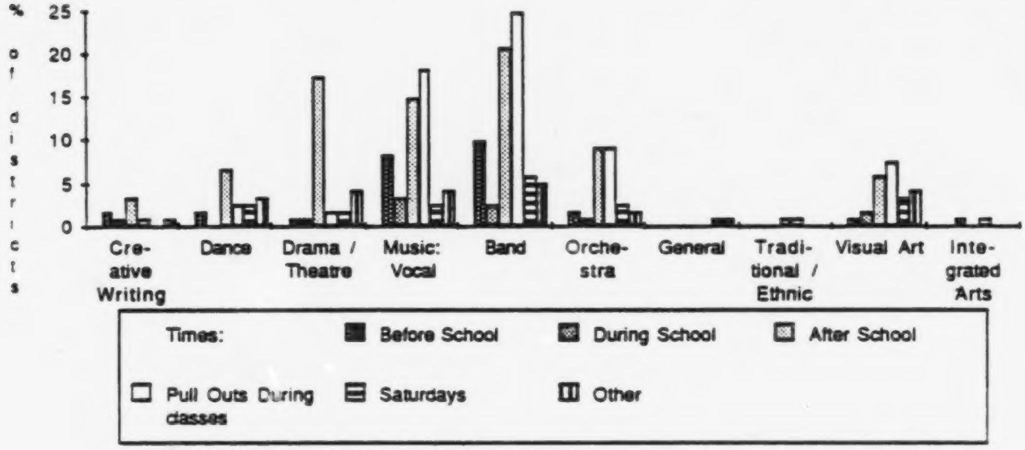

Chart 41. All districts: The scheduling of extra - curricular arts programs

Scheduling of extra - curricular arts programs.

Across all levels, extra - curricular programs in band (25% of all districts reporting), vocal music (18%), orchestra (9%) and visual art (8%) are most frequently scheduled as pull outs during class time. This is follwowed closely by after school scheduling of band (21%), drama / theatre (18%), vocal (15%), orchestra (9%) and dance (7%). Band (10%) and vocal music (8%) are more likely to be scheduled before school than the other arts, and band at 6% frequently appears on Saturdays. Creative writing (1 - 3%), traditional / ethnic (0 - 1%) and integrated arts (0 - 1%) rarely appear.

Item 52.					
	Included	Plan to include		Included	Plan to include
Small Districts	Now	next revision	Large Districts	Now	next revision
Creative Writing	18	4	Creative Writing	9	0
Dance	1	1	Dance	18	0
Drama / Theatre	12	4	Drama / Theatre	27	0
Music	36	4	Music	45	0
Traditional / Ethnic	9	0	Traditional / Ethnic	0	0
Visual Art	25	4	Visual Art	45	0
Fine Arts	12	1	Fine Arts	55	0
	Included	Plan to include		Included	Plan to include
Medium Districts	Now	next revision	All Districts	Now	next revision
Creative Writing	26	2	Creative Writing	20	3
Dance	2	2	Dance	3	2
Drama / Theatre	7	7	Drama / Theatre	12	5
Music	24	12	Music	33	7
Traditional / Ethnic	5	2	Traditional / Ethnic	7	1
Visual Art	21	10	Visual Art	26	6
Fine Arts	17	10	Fine Arts	18	4

Table 49. Percent of districts with arts specifically included in mission or goal statements.

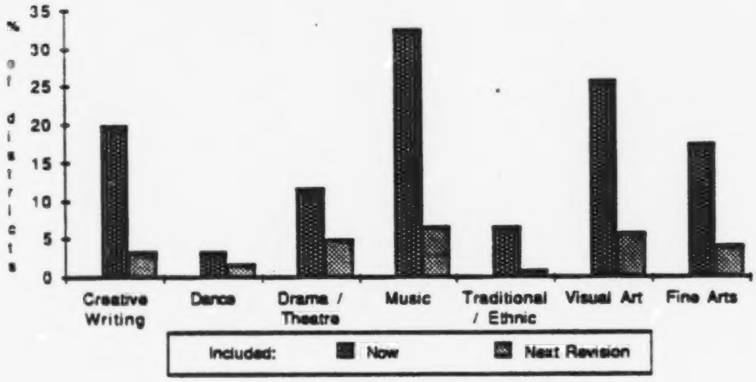

Chart 42. All districts: Arts in mission plans

Arts in mission or goals statements.

Fewer than 34% of all reporting districts in Arizona include the arts in their district mission or goal statements. When they do, music (33%), visual art (26%) and creative writing (20%) appear most frequently; dance (3%) and traditional / ethnic (7%) appear least frequently.

The full range of all fine arts opportunities are included in statements by 0 to 55% of the large districts, by 2 - 26% of the medium districts and by 1 - 36% of the small districts.

Item 53							
Small Districts	1 year	3 years	5 or more	Large Districts	1 year	3 years	5 or more
Creative Writing	19	0	7	Creative Writing	27	0	18
Dance	4	0	3	Dance	27	0	9
Drama / Theatre	19	0	6	Drama / Theatre	36	0	9
Music	31	1	10	Music	36	0	18
Traditional / Ethnic	9	0	4	Traditional / Ethnic	18	0	9
Visual Art	31	1	9	Visual Art	36	0	18
Integrated Arts	10	0	6	Integrated Arts	18	0	9
Medium Districts	1 year	3 years	5 or more	All Districts	1 year	3 years	5 or more
Creative Writing	17	2	17	Creative Writing	19	1	12
Dance	10	0	5	Dance	8	0	4
Drama / Theatre	21	0	14	Drama / Theatre	21	0	9
Music	43	0	24	Music	36	1	16
Traditional / Ethnic	12	0	2	Traditional / Ethnic	11	0	4
Visual Art	45	0	19	Visual Art	36	1	13
Integrated Arts	10	0	5	Integrated Arts	11	0	6
***Note: No districts selected the options of 2 years or 4 years.							

Table 50. Percent of districts with 1 - 5 year plans to provide funding and implementation for arts mission / goals.

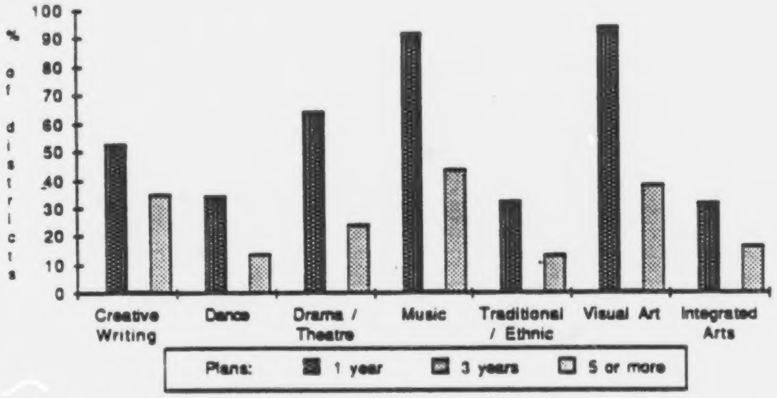

Chart 43. All districts: One to five year funding and implementation for arts programs

Funding and implementation plans for the arts (1 to 5 years).

Although the arts are neither frequently nor discretely identified in mission statements, districts do have funding and implementation plans that include each arts area. Thirty-six percent of the districts reporting have a one year plan for visual arts and music, 21% for drama / theatre and a range between 8% and 19% for the other arts.

Longer range planning (5 years) reveals support of 16% for music, 13% for visual art, 12% for creative writing and 9% for drama / theatre.

Item 54.					
Small Districts	Other district guides	Az Dept Educ guides	Other States guides	Arts Education Assoc. guides	Commercial Texts
Creative Writing	4	18	0	0	18
Dance	1	4	0	0	3
Drama / Theatre	6	6	0	1	9
Music	6	36	0	1	27
Traditional / Ethnic	1	6	0	0	6
Visual Art	13	33	3	12	21
Integrated Arts	1	10	0	1	3
Medium Districts	Other district guides	Az Dept Educ guides	Other States guides	Arts Education Assoc. guides	Commercial Texts
Creative Writing	19	36	7	5	29
Dance	2	5	0	5	2
Drama / Theatre	7	12	5	7	10
Music	24	76	10	14	64
Traditional / Ethnic	0	5	0	2	2
Visual Art	21	71	14	24	29
Integrated Arts	0	5	0	2	0
Large Districts	Other district guides	Az Dept Educ guides	Other States guides	Arts Education Assoc. guides	Commercial Texts
Creative Writing	18	18	9	9	18
Dance	18	18	18	36	0
Drama / Theatre	45	36	36	55	27
Music	82	100	64	73	45
Traditional / Ethnic	0	0	0	0	0
Visual Art	45	82	73	73	45
Integrated Arts	9	9	9	9	0
All Districts	Other district guides	Az Dept Educ guides	Other States guides	Arts Education Assoc. guides	Commercial Texts
Creative Writing	11	24	3	3	22
Dance	3	6	2	5	3
Drama / Theatre	10	11	5	8	11
Music	19	56	9	13	42
Traditional / Ethnic	1	5	0	1	4
Visual Art	19	51	13	22	26
Integrated Arts	2	8	1	3	2

Table 51. Percent of districts using general arts guides to prepare curriculum.

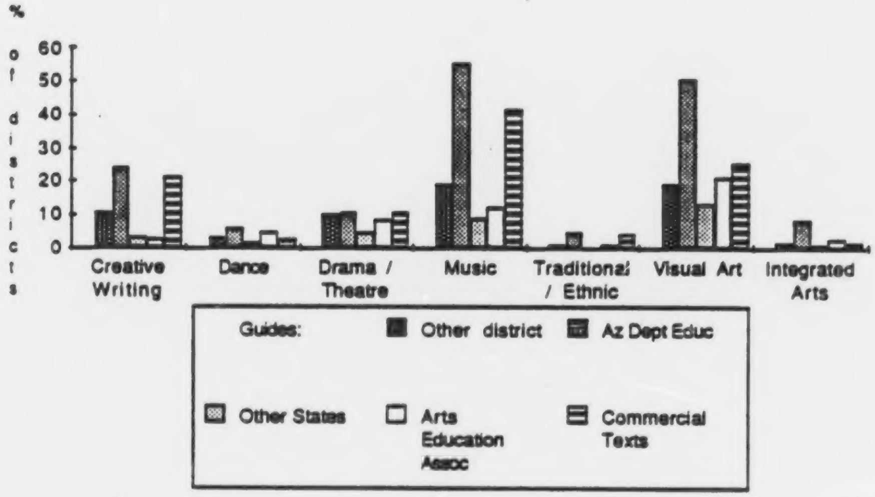

Chart 44. All districts: Guides used to prepare arts curriculum

Guides used to prepare arts curriculum.

Curriculum guidance leadership is provided most frequently by the Arizona Department of Education (ADE) across all areas: music (56% of responding districts), visual art (51%), creative writing (24%), drama / theatre (11%), integrated arts (8%), dance (6%) and traditional /ethnic (5%).

Commercial texts, while even with ADE at 11% for drama / theatre influence, provide the next most leadership in music (42%), visual art (26%) and creative writing (22%).

Arts education associations provide guidance in instances ranging from a low of 1% for traditional / ethnic to 22% for visual art.

Other district guides are used from a range of 1% for traditional / ethnic to 19% for music and visual art.

Guides from other states are used betwween 1% for integrated arts to 13% for visual art.

Item 55.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	13	10	8	13
Dance	2	2	2	0
Drama / Theatre	2	2	2	9
Music	18	16	13	17
Traditional / Ethnic	0	0	0	0
Visual Art	13	10	13	26
Integrated Arts	2	2	2	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	35	20	25	19
Dance	0	0	3	8
Drama / Theatre	0	0	10	15
Music	53	53	45	38
Traditional / Ethnic	0	0	0	0
Visual Art	50	55	45	31
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	20	20	30	56
Dance	0	0	10	56
Drama / Theatre	10	10	40	56
Music	90	90	90	78
Traditional / Ethnic	0	0	0	0
Visual Art	80	80	80	89
Integrated Arts	0	0	10	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	21	14	13	22
Dance	1	1	3	12
Drama / Theatre	2	2	8	19
Music	37	35	31	36
Traditional / Ethnic	0	0	0	0
Visual Art	32	32	30	38
Integrated Arts	1	1	2	0

Table 52. Percent of districts with written, sequential district - level arts curriculum.

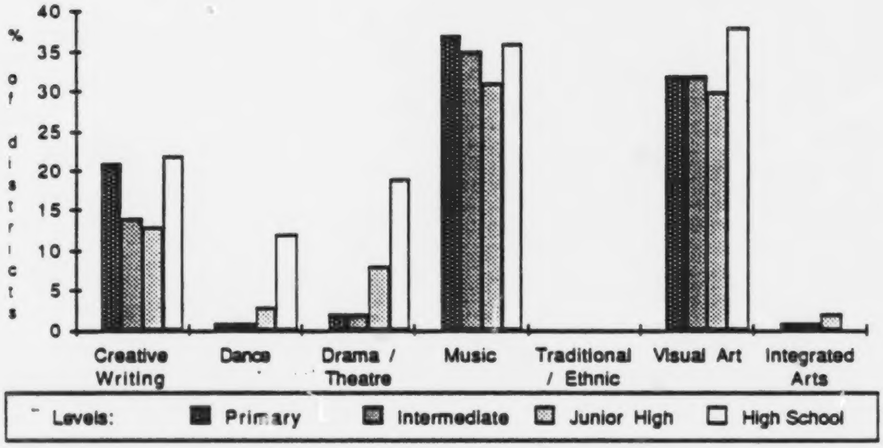

Chart 45 **All districts:** District level written, sequential arts curriculum

Written, sequential arts curriculums at the district level.

Music (31 – 37%), visual art (30 - 38%) and creative writing (13 - 22%) are indicated most frequently by the responding districts for having district - level, written, sequential curriculum. Traditional / ethnic never is indicated; integrated arts (0 - 2%) and dance (1 - 12%) are cited least frequently.

Within district size and across grade levels, large districts are represented most frequently in music (78 - 90%) and visual art (80 - 89%), medium districts also in visual art (31 - 55%) and music (38 - 53%) and small districts in visual art (10 - 26%) and music (13 - 18%).

In medium districts, dance (3 to 8%) and drama / theatre (10 to 15%) have district-level, written curriculums at the junior and senior high levels.

In large districts, dance has district level, written curriculum at the junior (10%) and senior (56%) levels while drama / theatre ranges from primary (10%) through senior high (56%).

There are no provisions for traditional / ethnic and few (1 - 10% of primary, intermediate and junior high levels) for integrated arts.

Item 56.				
	Classroom	Arts	District	Outside
Small Districts	Teachers	Teachers	Specialists	Consultants
Creative Writing	19	3	7	1
Dance	3	3	0	0
Drama / Theatre	13	3	0	0
Music	19	16	7	3
Traditional / Ethnic	4	1	1	1
Visual Art	21	16	4	4
Integrated Arts	7	3	0	0
	Classroom	Arts	District	Outside
Medium Districts	Teachers	Teachers	Specialists	Consultants
Creative Writing	45	10	14	5
Dance	2	5	2	0
Drama / Theatre	17	14	5	5
Music	40	48	26	5
Traditional / Ethnic	0	5	0	0
Visual Art	33	55	21	10
Integrated Arts	0	2	0	0
	Classroom	Arts	District	Outside
Large Districts	Teachers	Teachers	Specialists	Consultants
Creative Writing	73	9	45	9
Dance	27	27	27	0
Drama / Theatre	18	64	55	0
Music	27	91	82	9
Traditional / Ethnic	0	0	9	9
Visual Art	27	82	73	0
Integrated Arts	0	0	9	0
	Classroom	Arts	District	Outside
All Districts	Teachers	Teachers	Specialists	Consultants
Creative Writing	33	6	13	3
Dance -	5	6	3	0
Drama / Theatre	15	13	7	2
Music	28	34	21	4
Traditional / Ethnic	3	3	2	2
Visual Art	26	36	17	6
Integrated Arts	4	3	1	0
"Other" falls into two categories: administrators and/or head teachers.				

Table 53. Percent of districts indicating responsibility for authoring the written curriculum in use.

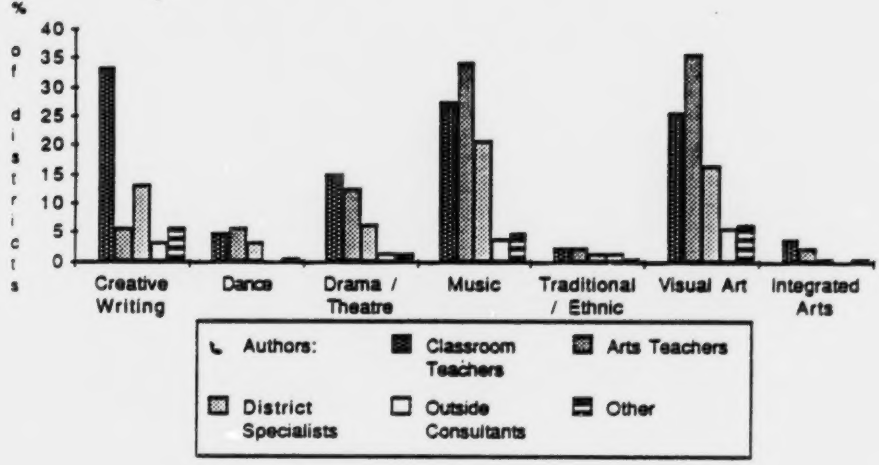

Chart 46. **All districts:** Authors of written curriculum currently in use in the arts

Persons responsible for writing arts curriculum.

Across districts, classroom teachers are most frequently cited for the authoring of curriculum in creative writing (33% of responding districts). Arts teachers most frequently author the music (34%) and visual art (36%) curriculums but share these responsibilities with classroom teachers (28% for music and 26% for art) and district level specialists (21% for music, 17% for art).

Arts teachers and district specialists are more apt to author curriculum in large districts (91% and 82% respectively for music and art) and medium districts (82% and 73% respectively for music and art) while the classroom teacher is more frequently responsible for music (19%) and art (21%) curriculum in small districts.

Item 57.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	5	2	2	0
Dance	2	0	0	0
Drama / Theatre	3	2	2	0
Music	11	8	6	9
Traditional / Ethnic	3	3	2	0
Visual Art	8	5	3	4
Integrated Arts	5	3	5	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	5	3	3	0
Dance	0	0	0	0
Drama / Theatre	0	0	0	4
Music	10	10	8	8
Traditional / Ethnic	0	0	0	0
Visual Art	5	5	8	8
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	0
Drama / Theatre	10	10	20	22
Music	0	0	9	9
Traditional / Ethnic	0	0	0	0
Visual Art	10	10	10	11
Integrated Arts	0	0	0	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	4	2	2	0
Dance	1	0	0	0
Drama / Theatre	3	2	3	5
Music	10	8	7	9
Traditional / Ethnic	2	2	1	0
Visual Art	7	5	5	7
Integrated Arts	3	2	3	0

Table 54. Percent of districts currently developing formal curriculum in arts.

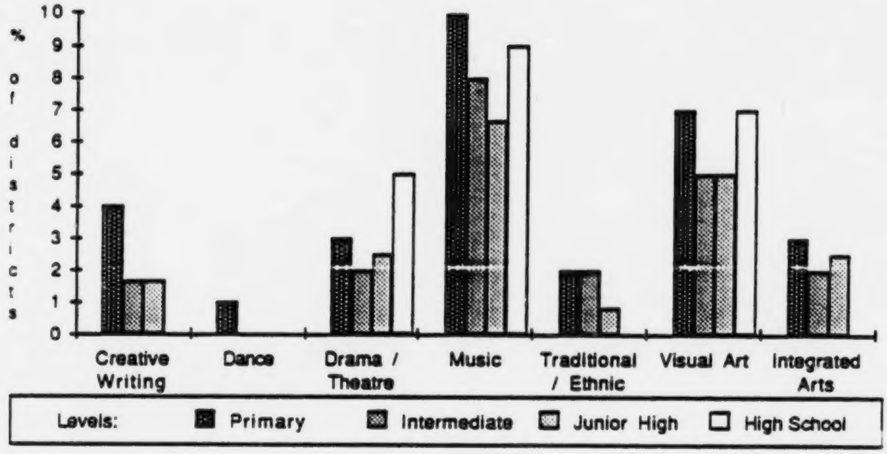

Chart 47. **All districts:** Districts currently developing arts curriculum

Arts curriculum currently in the process of formal development.

Responding districts are currently developing formal curriculum in music (7 - 10%), visual art (5 - 7%) and drama (2 - 5%) across all levels.

Item 58.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	10	8	8	9
Dance	0	0	0	0
Drama / Theatre	3	2	3	4
Music	13	13	10	3
Traditional / Ethnic	2	2	0	0
Visual Art	13	10	8	13
Integrated Arts	5	3	2	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	8	8	8	12
Dance	0	0	0	8
Drama / Theatre	0	0	0	15
Music	45	43	40	42
Traditional / Ethnic	0	0	0	0
Visual Art	38	43	40	38
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	20	20	20	22
Dance	0	0	20	33
Drama / Theatre	0	0	40	56
Music	60	70	70	67
Traditional / Ethnic	0	0	0	0
Visual Art	80	80	70	67
Integrated Arts	0	0	0	0
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	10	9	9	12
Dance	0	0	2	9
Drama / Theatre	2	1	5	17
Music	29	29	26	34
Traditional / Ethnic	1	1	0	0
Visual Art	28	28	25	33
Integrated Arts	3	2	1	0

Table 55. Percent of districts with regularly scheduled staff meetings for arts teachers.

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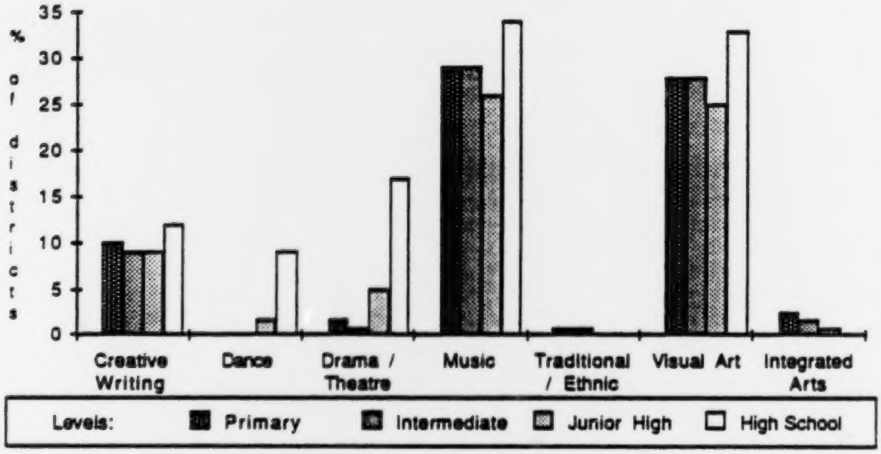

Chart 48. All districts: Regularly scheduled arts staff meetings

Staff meetings for arts teachers.

Of all responding districts, fewer than 34% have any regularly scheduled meetings for arts staff where curriculum, lessons, materials and programs are discussed, articulated, developed and / or evaluated by the arts teachers.

Of those districts that do schedule regular meetings, music (26 - 34%) and visual art (25 - 33% of districts) are the most frequently scheduled.

These meetings are reported most often by large districts (music: 60 - 70% and art: 67 - 80%) and medium districts (music at 38 - 43% and art at 38 - 43%).

Item 59.					
Small Districts	**Weekly**	**Monthly**	**Once/Semester**	**Annually**	**Other**
Creative Writing	1	6	0	3	0
Dance	0	1	0	0	0
Drama / Theatre	0	3	1	0	0
Music	0	7	4	6	0
Traditional / Ethnic	0	1	1	0	0
Visual Art	0	4	1	3	0
Integrated Arts	1	1	0	0	0
Medium Districts	**Weekly**	**Monthly**	**Once/Semester**	**Annually**	**Other**
Creative Writing	0	7	0	5	0
Dance	2	2	0	2	2
Drama / Theatre	0	5	2	0	2
Music	0	26	12	12	10
Traditional / Ethnic	0	0	0	0	0
Visual Art	0	29	7	10	10
Integrated Arts	0	0	0	0	0
Large Districts	**Weekly**	**Monthly**	**Once/Semester**	**Annually**	**Other**
Creative Writing	0	18	0	9	9
Dance	0	9	18	9	18
Drama / Theatre	9	18	18	18	18
Music	9	73	18	9	18
Traditional / Ethnic	0	0	0	0	0
Visual Art	9	73	0	18	18
Integrated Arts	0	0	0	9	0
All Districts	**Weekly**	**Monthly**	**Once/Semester**	**Annually**	**Other**
Creative Writing	1	8	0	4	1
Dance	1	3	2	2	3
Drama / Theatre	1	5	3	2	3
Music	1	20	8	8	5
Traditional / Ethnic	0	1	1	0	0
Visual Art	1	19	3	7	5
Integrated Arts	1	1	0	1	0

Table 56. Percent of districts indicating frequency of regularly scheduled meetings of art staff.

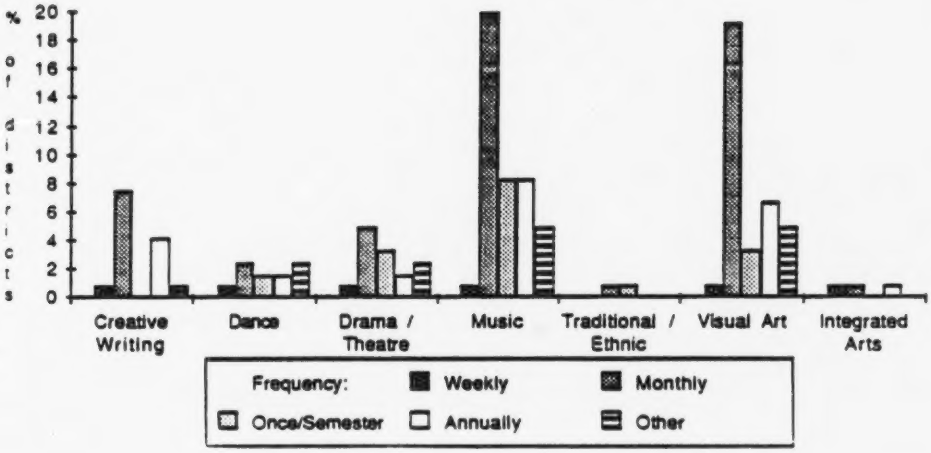

Chart 49. All districts: Frequency of regularly scheduled arts staff meetings

Frequency of arts staff meetings.

Of the responding districts, the greatest majority (1 - 20%) meet on a monthly basis with once a semester (1 - 8%) and annually (1 - 8%) with the next greatest frequency.

Large districts were more likely to schedule monthly meetings for music and art (73%), followed by drama / theatre and creative writing (18%).

Medium (2 - 29%) and small (1 - 7%) districts indicate monthly meetings as the most frequent.

Item 60.			
Small Districts	% who offer	Large Districts	% who offer
EMH/TMH	21	EMH/TMH	64
Gifted: Academic	22	Gifted: Academic	45
Gifted: Artistic:	13	Gifted: Artistic:	36
Bilingual/ Multilingual	12	Bilingual/ Multilingual	0
At Risk	13	At Risk	18
Medium Districts	% who offer	All Districts	% who offer
EMH/TMH	48	EMH/TMH	34
Gifted: Academic	38	Gifted: Academic	30
Gifted: Artistic:	33	Gifted: Artistic:	23
Bilingual/ Multilingual	29	Bilingual/ Multilingual	17
At Risk	24	At Risk	18

Table 57. Percent of districts with special arts programs in addition to regular arts programs.

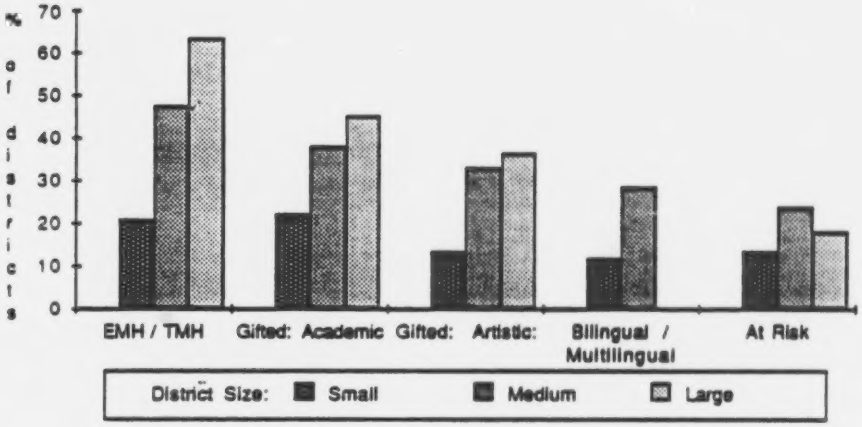

Chart 50. All districts: Special arts programs

Districts offering special arts programs in addition to regular arts programs.

Responding districts indicate support for arts programs for special student groups ranging from an overall high of 34% for EMH / TMH / physically, emotionally, mentally, psychologically or multiply disabled, through 30% for academically gifted, 23% for artistically gifted, 18% for at risk students to 17% for bilingual / multilingual students.

Large districts report the greatest frequencies of special arts programs for EMH / THM (64%), academically gifted (45%) and artistically gifted (36%); medium districts provide the greatest frequency of programs for bilingual / multilingual (29%) and at risk (24%) and small districts are well represented across the range of special programs (12% - 22% of the total districts reporting).

Item 61.				
Small Districts	All teachers	Arts teachers	Supervisors	Specialists
Creative Writing	7	0	4	0
Dance	0	0	0	0
Drama / Theatre	1	0	0	0
Music	3	3	0	0
Traditional / Ethnic	1	0	0	0
Visual Art	12	4	0	0
Integrated Arts	3	0	1	0
Medium Districts	All teachers	Arts teachers	Supervisors	Specialists
Creative Writing	19	2	2	0
Dance	0	2	0	0
Drama / Theatre	2	5	2	0
Music	7	19	2	0
Traditional / Ethnic	0	0	0	0
Visual Art	12	21	2	0
Integrated Arts	0	0	0	0
Large Districts	All teachers	Arts teachers	Supervisors	Specialists
Creative Writing	36	18	18	0
Dance	18	36	0	9
Drama / Theatre	18	55	0	9
Music	18	82	27	9
Traditional / Ethnic	9	9	9	9
Visual Art	27	91	27	18
Integrated Arts	9	0	0	18
All Districts	All teachers	Arts teachers	Supervisors	Specialists
Creative Writing	14	3	5	0
Dance	2	4	0	1
Drama / Theatre	3	7	1	1
Music	6	16	3	1
Traditional / Ethnic	2	1	1	1
Visual Art	13	18	3	2
Integrated Arts	3	0	1	2

Table 58. Percent of districts supporting inservice arts workshops and / or seminars at least once a year.

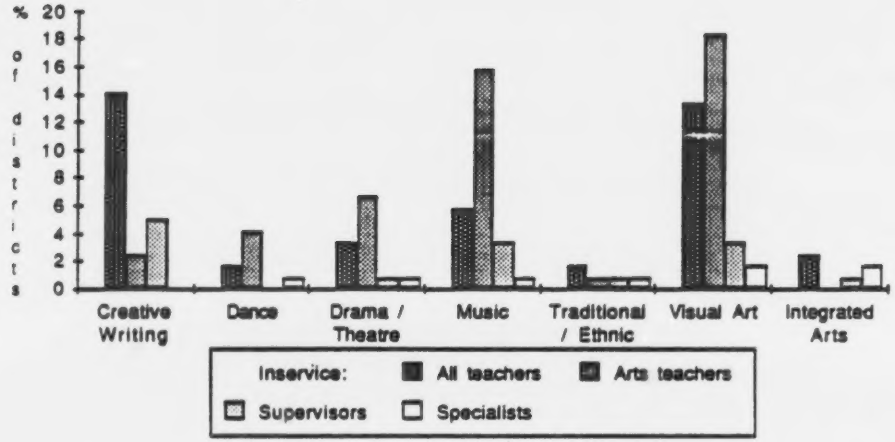

Chart 51. All districts: District provisions for inservice arts workshops / seminars

District support for annual, inservice arts workshops / seminars.

Across district size, inservice arts workshops are most frequently provided for arts teachers of visual art (18%), music (16%) , drama / theatre (7%) and dance (4%); and, next most frequently for classroom teachers for creative writing (14%), visual art (13%) and music (6%).

Supervisors are most frequently provided inservice in creative writing (5%), music and visual art (3%).

Item 62.							
Small Districts	Art teachers/ supervisors	Artists	Higher Educ. professors	Az Dept. Educ. personnel	Arts Educ. associations	Cultural institutions	Other
Creative Writing	4	3	6	4	1	0	3
Dance	0	3	0	0	0	0	0
Drama / Theatre	0	4	0	1	0	1	0
Music	3	3	1	0	3	0	0
Traditional / Ethnic	1	0	0	0	0	0	0
Visual Art	4	7	1	1	3	4	1
Integrated Arts	1	4	0	1	0	1	0
Medium Districts	Art teachers/ supervisors	Artists	Higher Educ. professors	Az Dept. Educ. personnel	Arts Educ. associations	Cultural institutions	Other
Creative Writing	12	14	2	10	2	0	7
Dance	5	5	0	0	2	0	2
Drama / Theatre	2	5	0	0	2	0	2
Music	19	10	5	5	5	2	2
Traditional / Ethnic	0	2	0	0	0	0	0
Visual Art	17	19	5	2	2	5	7
Integrated Arts	0	0	0	0	2	0	0
Large Districts	Art teachers/ supervisors	Artists	Higher Educ. professors	Az Dept. Educ. personnel	Arts Educ. associations	Cultural institutions	Other
Creative Writing	36	36	18	9	18	9	0
Dance	36	36	9	0	9	18	0
Drama / Theatre	45	36	36	0	18	18	0
Music	82	55	55	18	45	36	0
Traditional / Ethnic	0	9	0	0	0	9	0
Visual Art	91	91	55	18	36	45	0
Integrated Arts	0	9	0	0	0	9	0
All Districts	Art teachers/ supervisors	Artists	Higher Educ. professors	Az Dept. Educ. personnel	Arts Educ. associations	Cultural institutions	Other
Creative Writing	10	10	6	7	3	1	4
Dance	5	7	1	0	2	2	1
Drama / Theatre	5	8	3	1	3	3	1
Music	16	10	8	3	8	4	1
Traditional / Ethnic	1	2	0	0	0	1	0
Visual Art	17	19	8	3	6	8	3
Integrated Arts	1	3	0	1	1	2	0
"Other" agencies includes: Consultants, teachers, the Heard Museum and out of district workshops.							

Table 59. Percent of districts employing various agencies and / or personnel to provide inservice.

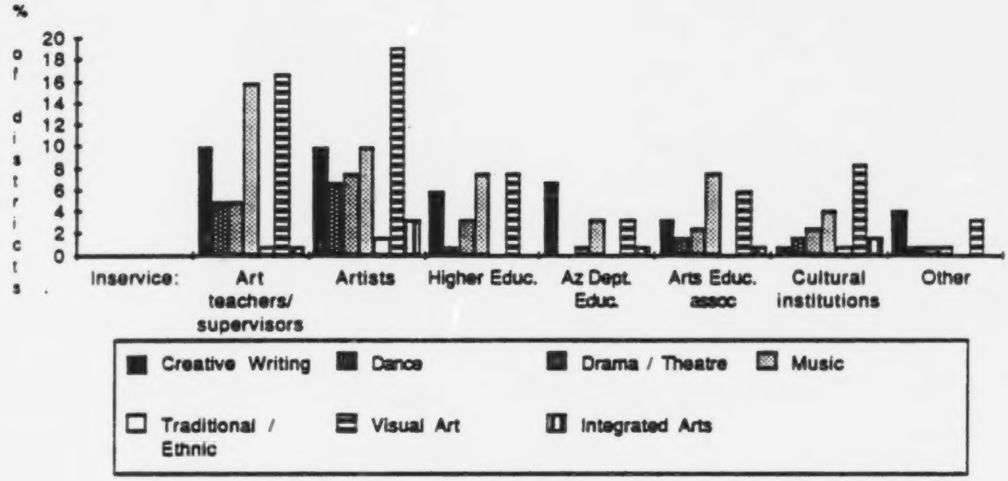

Chart 52. All districts: Agencies and / or personnel employed to provide inservice for the arts

Agencies and personnel providing inservice for the arts.

Across all responding districts, artists (2 - 19%), art teachers and supervisors (1 - 17%), higher education professors and members of arts education associations, and cultural institutions (1 - 8%) and Arizona Department of Education personnel (1-7%) provide professional inservice for the arts.

Visual art (3 -19%) and music (3 -16%) are most frequently represented.

Large districts employ art teachers and supervisors (0 - 91%) and artists (9 -91%) most frequently as do medium districts (arts teachers and supervisors at 0 to 19% and artists at 2 -19%).

Item 63.						
		Seminars and Conferences:			Continued	Other
Small Districts	local	state	regional	national	education	
Creative Writing	13	12	3	1	9	0
Dance	0	0	0	0	0	0
Drama / Theatre	4	6	0	0	7	0
Music	15	16	6	3	15	0
Traditional / Ethnic	1	3	0	0	4	0
Visual Art	16	18	4	3	13	0
Integrated Arts	1	3	0	0	4	0
		Seminars and Conferences:			Continued	Other
Medium Districts	local	state	regional	national	education	
Creative Writing	14	21	7	5	19	0
Dance	10	7	5	5	7	0
Drama / Theatre	17	19	12	10	19	2
Music	45	69	24	24	45	2
Traditional / Ethnic	10	5	2	0	2	0
Visual Art	48	64	26	19	29	2
Integrated Arts	2	2	2	2	5	0
		Seminars and Conferences:			Continued	Other
Large Districts	local	state	regional	national	education	
Creative Writing	36	36	36	36	36	9
Dance	36	36	36	36	27	9
Drama / Theatre	45	55	55	55	45	9
Music	82	82	82	82	36	9
Traditional / Ethnic	0	0	0	0	0	0
Visual Art	82	82	73	73	45	18
Integrated Arts	9	9	9	9	9	9
		Seminars and Conferences:			Continued	Other
All Districts	local	state	regional	national	education	
Creative Writing	16	18	8	6	15	1
Dance	7	6	5	5	5	1
Drama / Theatre	13	15	9	8	15	2
Music	32	41	19	18	28	2
Traditional / Ethnic	4	3	1	0	3	0
Visual Art	33	40	18	15	22	3
Integrated Arts	3	3	2	2	5	1
"Other" responses were very general in reference to the arts						
and primarilly limited to the support to individual requests.						

Table 60. Percent of districts supportive of arts teachers attendance at professional meetings and / or continued education.

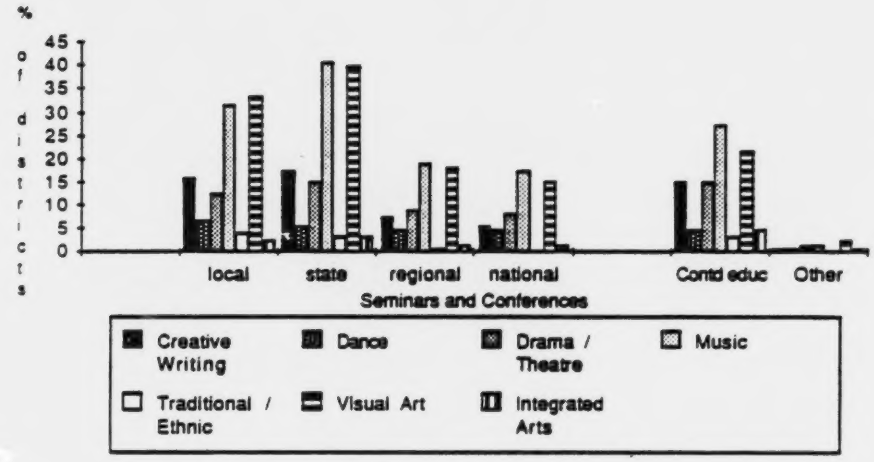

Chart 53. All districts: Support for arts teachers to attend professional meetings and / or continued education

District support for arts teachers to attend professional growth opportunities.

Responding districts most frequently support music and visual art teachers to attend local (music 32% of districts; art 33%) and state conferences (music at 41%, art at 40%) and continued education (music at 28% and art at 22%)

Overall, creative writing and drama / theatre receive the next most frequent support (creative writing at 6 to 18% and drama / theatre at 8 to 15%).

Large (9 - 82%) and medium (2 - 69%) districts provide the broadest ranges of support. Small districts are represented by between 1 and 18% of the reporting districts.

Item 64.						
		Seminars and Conferences:				Continued
Small Districts	local	state	regional	national		education
Creative Writing	3	3	0	0		0
Dance	0	0	0	0		0
Drama / Theatre	1	1	0	0		0
Music	3	6	0	0		0
Traditional / Ethnic	1	1	0	0		0
Visual Art	3	4	0	0		0
Integrated Arts	0	0	0	0		0
		Seminars and Conferences:				Continued
Medium Districts	local	state	regional	national		education
Creative Writing	10	12	2	2		2
Dance	0	0	0	0		0
Drama / Theatre	0	0	0	0		0
Music	10	14	5	5		2
Traditional / Ethnic	2	2	2	2		2
Visual Art	12	21	10	5		5
Integrated Arts	0	0	0	0		0
		Seminars and Conferences:				Continued
Large Districts	local	state	regional	national		education
Creative Writing	27	36	36	36		9
Dance	18	18	18	18		9
Drama / Theatre	36	27	27	27		9
Music	55	55	55	55		9
Traditional / Ethnic	0	0	0	0		0
Visual Art	64	64	64	55		18
Integrated Arts	9	9	9	9		0
		Seminars and Conferences:				Continued
All Districts	local	state	regional	national		education
Creative Writing	8	9	4	4		2
Dance	2	2	2	2		1
Drama / Theatre	4	3	3	3		1
Music	10	13	7	7		2
Traditional / Ethnic	2	2	1	1		1
Visual Art	12	16	9	7		3
Integrated Arts	1	1	1	1		0

Table 61. Percent of districts supportive of inservice for arts administrators attendance at professional meetings and continued education.

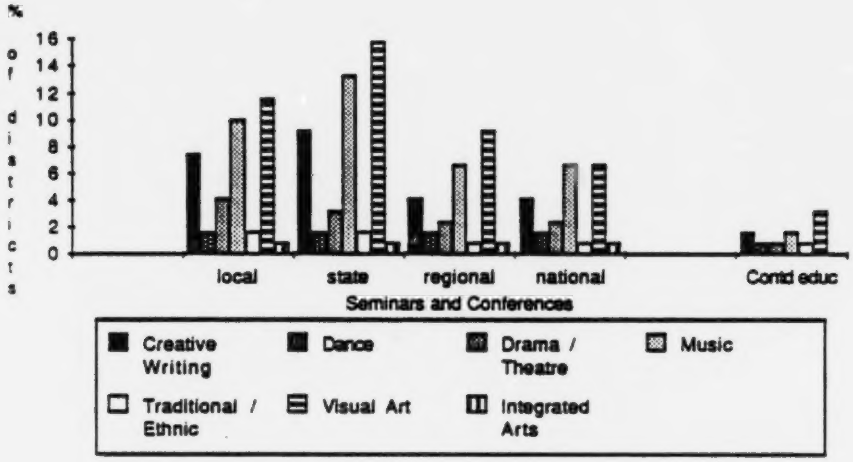

Chart 54. **All districts:** Support for arts administrators to attend professional meetings and continued education

District support for arts administrators to attend professional growth opportunities.

Responding districts more frequently support the attendance of arts administrators for conferences and meetings at local (1 - 12%), state (1 - 16%), regional (1- 9%) and national levels (1 - 7%) than for opportunities to participate in continuing eduation (1 - 3%).

Visual art (3 -16%) and music (2 -13%) are most frequently cited for support and more often in larger districts (9 - 64%) than in medium (2- 21%) or small (3 - 6%) districts.

Item 65.					
	Released	Paid	Travel/	Credit toward	Advancement on
Small Districts	Time	substitutes	per diem	salary increase	career ladder
Creative Writing	18	16	13	7	0
Dance	3	1	1	3	0
Drama / Theatre	10	9	7	6	0
Music	30	24	27	18	0
Traditional / Ethnic	6	4	3	3	0
Visual Art	25	24	21	13	0
Integrated Arts	4	1	1	3	0
	Released	Paid	Travel/	Credit toward	Advancement on
Medium Districts	Time	substitutes	per diem	salary increase	career ladder
Creative Writing	29	29	19	21	2
Dance	10	10	7	7	2
Drama / Theatre	31	31	24	17	5
Music	62	69	57	38	14
Traditional / Ethnic	0	0	0	0	0
Visual Art	62	67	55	43	10
Integrated Arts	0	0	0	0	0
	Released	Paid	Travel/	Credit toward	Advancement on
Large Districts	Time	substitutes	per diem	salary increase	career ladder
Creative Writing	18	27	27	18	18
Dance	18	36	27	27	9
Drama / Theatre	45	64	36	45	27
Music	82	100	45	36	18
Traditional / Ethnic	0	0	0	0	0
Visual Art	82	100	55	45	27
Integrated Arts	9	9	0	0	0
	Released	Paid	Travel/	Credit toward	Advancement on
All Districts	Time	substitutes	per diem	salary increase	career ladder
Creative Writing	22	22	17	13	3
Dance	7	8	6	7	2
Drama / Theatre	21	22	16	13	4
Music	46	47	39	27	7
Traditional / Ethnic	3	3	2	2	0
Visual Art	43	46	36	27	6
Integrated Arts	3	2	1	2	0

Table 62. Percent of districts providing professional growth incentives for arts personnel.

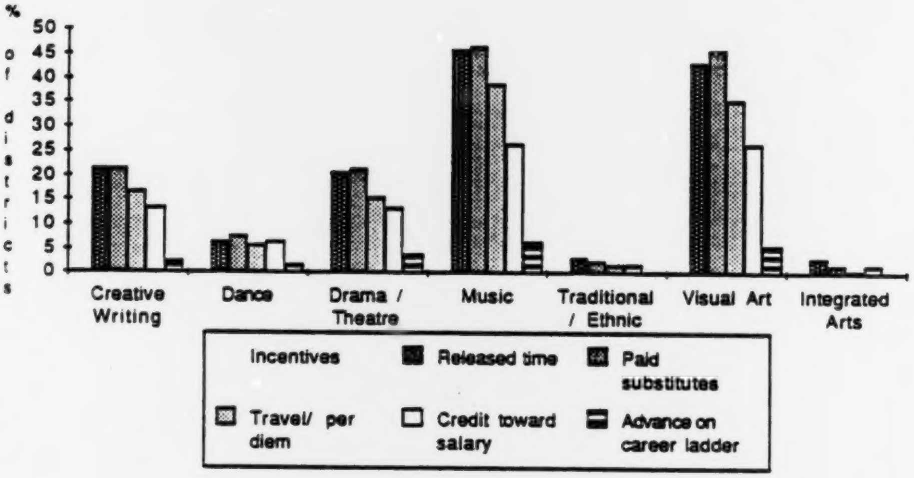

Chart 55. All districts: Support and / or incentives for professional growth

District support for attendance at professional growth seminars, workshops, retreats and conferences.

Districts support professional growth most frequently in the provision of paid substitutes (2 - 47%) anc released time (3 - 46%). Between 1 and 39% provide travel and per diem, 2 - 27% allow credit toward salary increase and between 2 and 7% offer advancement on the career ladder.

In large districts, music and art personnel are most frequently supported (from 18 to 100% for music and from 27 tc 100% for art); in medium districts, music at 14 to 69% and art from 10 to 67%; and, in small districts, music (18 to 30%) and art (13 - 25%).

Item 66.							
	K- 3	Chapter	Chapter	Business	Endowments	Agency Grants:	
Small Districts	Funds	Two	One	Donations	Foundations	State	National
Creative Writing	3	3	6	0	0	1	1
Dance	0	0	0	0	1	0	0
Drama / Theatre	0	0	0	0	1	1	0
Music	3	1	1	0	0	4	3
Traditional / Ethnic	0	4	0	0	0	4	3
Visual Art	4	4	3	1	0	4	1
Integrated Arts	3	1	1	0	0	0	0
	K- 3	Chapter	Chapter	Business	Endowments	Agency Grants:	
Medium Districts	Funds	Two	One	Donations	Foundations	State	National
Creative Writing	7	12	7	0	2	5	0
Dance	0	2	0	5	0	2	0
Drama / Theatre	0	7	0	5	0	5	0
Music	2	14	0	10	5	10	0
Traditional / Ethnic	0	2	0	0	2	5	0
Visual Art	2	19	0	2	5	12	0
Integrated Arts	0	0	0	0	0	0	0
	K- 3	Chapter	Chapter	Business	Endowments	Agency Grants:	
Large Districts	Funds	Two	One	Donations	Foundations	State	National
Creative Writing	9	18	0	0	0	27	9
Dance	9	18	0	18	18	45	18
Drama / Theatre	9	18	0	18	18	45	18
Music	9	9	9	18	18	45	9
Traditional / Ethnic	0	0	0	0	0	18	0
Visual Art	18	18	0	27	27	64	9
Integrated Arts	0	0	0	9	9	9	0
	K- 3	Chapter	Chapter	Business	Endowments	Agency Grants:	
All Districts	Funds	Two	One	Donations	Foundations	State	National
Creative Writing	5	8	6	0	1	5	2
Dance	1	3	0	3	3	5	2
Drama / Theatre	1	4	0	3	3	7	2
Music	3	7	2	5	3	10	3
Traditional / Ethnic	0	3	0	0	1	6	2
Visual Art	5	11	2	4	4	13	2
Integrated Arts	2	1	1	1	1	1	0

Table 63. Percent of districts regularly using selected funding resources for arts.

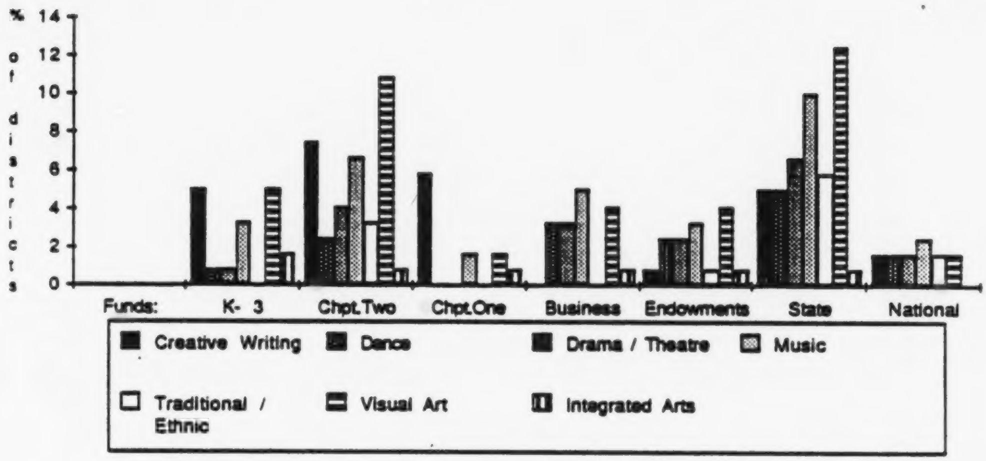

Chart 55. All districts: External arts funding resources

Funding resources regularly used for the improvement of arts instruction.

Responding districts most frequently cited state agency grants (1 - 13%), Chapter Two funds (1 - 11%), K - 3 funds and business donations (0 - 5%) and Chapter One funds (0 - 6%) as funding resnurces regularly used for the improvement of arts instruction.

Large districts reported more noticeable use of endowments and foundations (0 - 27%) and national grants (0 - 18%) than medium and small districts.

More of the specific funding resources are utilized for visual arts (2 - 13%) and music (2 - 10%) than for the other arts areas.

Item 67.									
Small Districts	Local arts councils	Community Colleges	Libraries	Parks & Recreation	City arts programs	Cultural organizations	PTO / PTA	Student Activities	Booster Clubs
Creative Writing	0	1	9	0	0	3	1	3	1
Dance	0	0	1	0	0	1	1	0	0
Drama / Theatre	0	3	3	0	0	1	3	1	0
Music	1	7	9	0	0	6	3	6	3
Traditional / Ethnic	0	0	3	0	0	3	0	0	0
Visual Art	3	9	15	3	0	4	6	4	1
Integrated Arts	0	1	3	1	0	1	0	3	0
Medium Districts	Local arts councils	Community Colleges	Libraries	Parks & Recreation	City arts programs	Cultural organizations	PTO / PTA	Student Activities	Booster Clubs
Creative Writing	2	0	5	0	0	2	5	12	0
Dance	5	2	0	2	2	7	10	14	7
Drama / Theatre	7	12	2	2	7	10	19	31	7
Music	14	0	7	14	12	21	26	36	12
Traditional / Ethnic	0	14	2	0	2	7	2	10	0
Visual Art	12	0	7	12	14	17	29	29	5
Integrated Arts	2	0	0	0	0	0	2	2	0
Large Districts	Local arts councils	Community Colleges	Libraries	Parks & Recreation	City arts programs	Cultural organizations	PTO / PTA	Student Activities	Booster Clubs
Creative Writing	2	0	5	0	2	0	5	5	0
Dance	5	2	2	2	5	5	5	7	5
Drama / Theatre	5	7	5	2	5	10	7	12	5
Music	2	7	5	5	7	19	12	10	10
Traditional / Ethnic	0	0	0	2	5	2	2	2	0
Visual Art	7	7	5	7	10	12	14	12	2
Integrated Arts	2	0	0	0	0	2	0	0	0
All Districts	Local arts councils	Community Colleges	Libraries	Parks & Recreation	City arts programs	Cultural organizations	PTO / PTA	Student Activities	Booster Clubs
Creative Writing	2	1	8	0	1	3	4	8	1
Dance	3	2	2	2	3	5	6	8	4
Drama / Theatre	4	8	4	2	4	8	11	16	4
Music	7	7	9	7	7	18	15	19	9
Traditional / Ethnic	0	5	3	1	3	5	2	4	0
Visual Art	8	8	13	8	8	13	18	17	3
Integrated Arts	2	1	2	1	0	2	1	3	0

Table 64. Percent of districts regularly using LOCAL resources for arts.

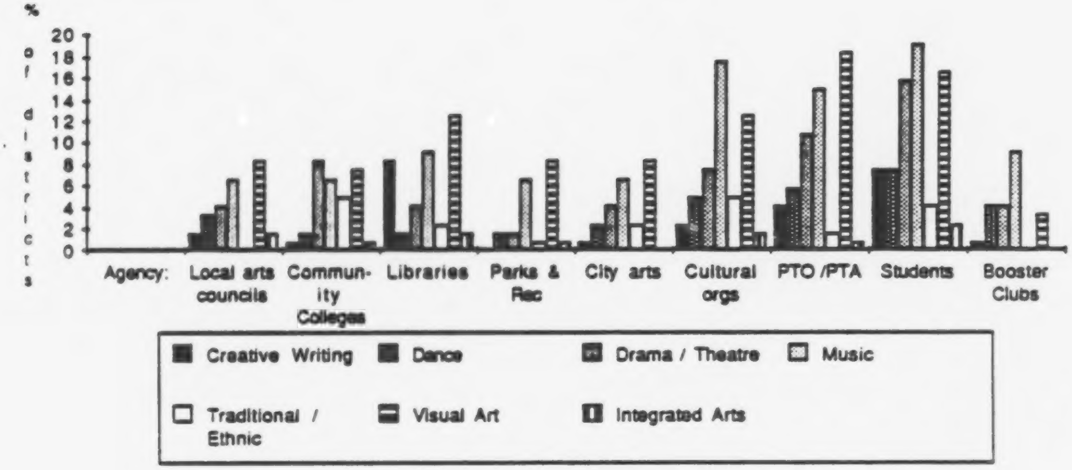

Chart 57. All districts: Local resources for arts

Local resources regularly used for improvement of arts instruction in responding districts.

At local levels, student activity funds (3-19%), cultural organizations (2 -18%), PTO / PTA support (1 -18%) and libraries (2 -13%) were most frequently cited for regular use for improving arts instruction. From these agencies, music (9 - 19%), visual art (13 - 18%), drama / theatre (4 - 16%) received the most support.

Large and medium districts more frequently included city arts programs (0 - 14%) and parks and recreation programs (0 - 14%) than small districts (no support from city arts and 1 - 3% from parks and recreation).

Local arts councils and community colleges were more frequently cited by medium districts than by small and large districts.

Item 68.					
Small Districts	Arizona Dept. of Education	Az. Commission on the Arts	Az. Arts Educ. Associations	Cultural Organizations	University Support
Creative Writing	10	0	0	0	3
Dance	0	1	0	0	0
Drama / Theatre	1	1	0	0	1
Music	15	3	1	3	3
Traditional / Ethnic	3	1	0	1	0
Visual Art	16	6	1	1	4
Integrated Arts	0	1	0	1	1
Medium Districts	Arizona Dept. of Education	Az. Commission on the Arts	Az. Arts Educ. Associations	Cultural Organizations	University Support
Creative Writing	14	12	0	2	0
Dance	0	12	0	5	5
Drama / Theatre	5	12	0	5	5
Music	24	26	10	10	2
Traditional / Ethnic	2	14	0	2	0
Visual Art	36	24	10	19	5
Integrated Arts	2	2	0	0	0
Large Districts	Arizona Dept. of Education	Az. Commission on the Arts	Az. Arts Educ. Associations	Cultural Organizations	University Support
Creative Writing	9	18	9	0	9
Dance	0	36	9	27	18
Drama / Theatre	0	45	18	36	45
Music	36	45	27	55	73
Traditional / Ethnic	0	9	0	0	0
Visual Art	36	64	45	55	55
Integrated Arts	9	0	0	0	0
All Districts	Arizona Dept. of Education	Az. Commission on the Arts	Az. Arts Educ. Associations	Cultural Organizations	University Support
Creative Writing	12	6	1	1	3
Dance	0	8	1	4	3
Drama / Theatre	3	9	2	5	7
Music	20	15	7	10	9
Traditional / Ethnic	3	7	0	2	0
Visual Art	25	18	8	13	9
Integrated Arts	2	2	0	1	1

Table 65. Percent of districts regularly using STATE resources for the arts.

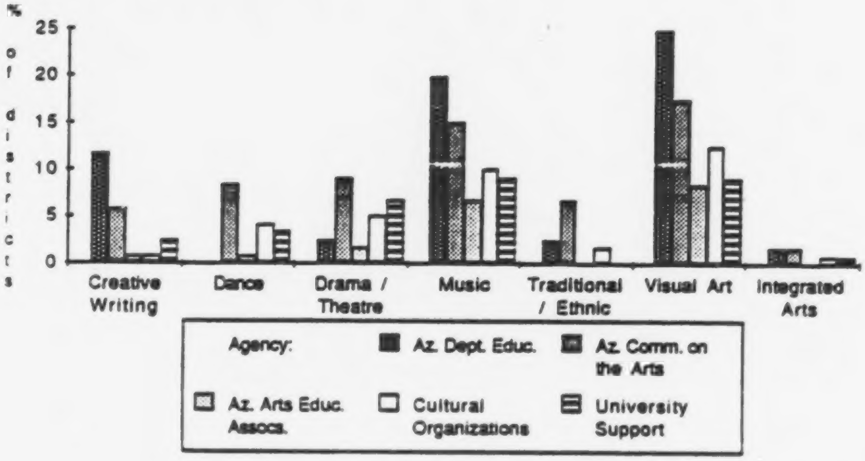

Chart 58. All districts: State level resources regularly used for arts

Responding districts regularly using state level resources for human, technical and / or financial assistance for arts education.

Responding districts acknowledged the Arizona Department of Education for providing the most frequently used support in visual art (25% of districts), music (20%), and creative writing (12%) with the Arizona Commission on the Arts as the next most frequently cited with visual art (18%), music (15%) and creative writing (6%). The Arizona Commission on the Arts was cited most frequently for support in drama / theatre (9%), dance (8%) and traditional / ethnic (7%).

Cultural organizations contribute support in visual art (13%), music (10%), drama (5%) and dance (4%) followed closely by university support at 9% for music and art, 7 % for drama / theatre.

Large districts indicate greater frequency of support from the Arizona Commission on the Arts, cultural organizations, universities and arts associations, medium districts from the Arizona Department of Education and the Arizona Commission on the Arts and small districts from the Arizona Department of Education.

Item 69.					
Small Districts	Educational television	Films / Video	Cassette tapes	Computers	Synthesizer
Creative Writing	12	10	9	18	0
Dance	0	6	6	0	0
Drama / Theatre	0	15	7	0	0
Music	16	33	33	9	6
Traditional / Ethnic	3	9	6	0	0
Visual Art	19	30	15	15	0
Integrated Arts	4	13	7	1	1
Medium Districts	Educational television	Films / Video	Cassette tapes	Computers	Synthesizer
Creative Writing	7	19	2	17	0
Dance	7	12	10	0	0
Drama / Theatre	14	31	12	2	0
Music	29	60	64	19	31
Traditional / Ethnic	2	7	7	2	2
Visual Art	33	60	21	17	0
Integrated Arts	0	2	2	0	0
Large Districts	Educational television	Films / Video	Cassette tapes	Computers	Synthesizer
Creative Writing	27	36	27	27	0
Dance	36	64	36	9	0
Drama / Theatre	36	82	55	36	0
Music	45	100	91	55	45
Traditional / Ethnic	18	27	9	0	0
Visual Art	45	91	45	55	0
Integrated Arts	9	9	9	0	0
All Districts	Educational television	Films / Video	Cassette tapes	Computers	Synthesizer
Creative Writing	12	16	8	18	0
Dance	6	13	10	1	0
Drama / Theatre	8	27	13	4	0
Music	23	48	49	17	18
Traditional / Ethnic	4	10	7	1	1
Visual Art	27	46	20	19	0
Integrated Arts	3	9	6	1	1

Table 66. Percent of districts using selected electronic resources for arts production.

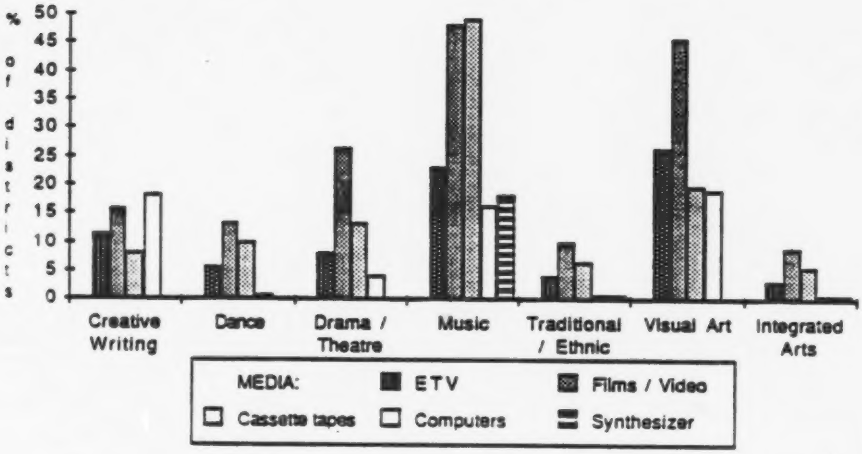

Chart 59. All districts: Use of electronic resources for arts production

District use of selected electronic resources for production experiences in the arts.

Films, videos, ETV and cassette tapes are most frequently used for arts production experiences in music (23 - 49%, visual art (19 - 46%), drama / theatre (4- 27%), dance (1 - 13%), traditional / ethnic (1 - 10 %), and integrated arts, 1 to 9% of responding districts.

For creative writing computers (18%) are used most frequently, with films and video close at 16%, ETV at 12% and cassettes / tapes at 8%.

Overall, computers are used most frequently in visual art (19%) and least frequently in drama / theatre (4%)dance, traditional / ethnic and integrated arts (1% of responding districts).

Synthesizers are used almost exclusively for music in 18% of the responding districts with large districts providing this resource in 45% of the districts, medium at 31% and small at 6% frequencies.

Item 70.												
Small Districts		PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH	
Number of Events	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Creative Writing		1	1		2	1			1			1
Dance	2	1	2	1	1	1	2		1			
Drama / Theatre	2	7	3	1	6	1	1	4	1		2	2
Music: Vocal	3	12	3	3	12	5	3	9	5	1	5	3
Band	1	7	5	1	3	3	2	5	5	1	6	4
Orchestra		1		1	2	1	1	2	1			
General		2	3		2	2		1	3			
Traditional / Ethnic	1		1									
Visual Art	3	3	6	2	1	5	1		5		1	2
Integrated Arts			1			1			1			
Medium Districts		PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH	
Number of Events	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Creative Writing		1	1		1	1		1			1	1
Dance												
Drama / Theatre							1		3			2
Music: Vocal	1	8	4	1	5	5	2	6	8	1	3	2
Band		3	3	2	4	9	3	6	10	2	4	3
Orchestra		1	2		1	4		1	3			1
General		1			1	1		1				
Traditional / Ethnic												
Visual Art	1	1	8		2	9		1	8		1	7
Integrated Arts			1			1			1			
Large Districts		PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH	
Number of Events	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Creative Writing						1			1			
Dance	1		1	1		1			1			1
Drama / Theatre												
Music: Vocal		2	4		1	6		1	5		3	3
Band		1	2		1	7		2	7		3	3
Orchestra			1		1	3		1	3		2	
General		1	3		1	2		1	2		1	2
Traditional / Ethnic			1			2			3			
Visual Art			6			6			4			5
Integrated Arts												
All Districts .		PRIMARY			INTERMEDIATE			JUNIOR HIGH			SENIOR HIGH	
Number of Events	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Creative Writing		2	2		3	3		1	2		1	2
Dance	3	1	3	2	1	2	2		2			1
Drama / Theatre	2	7	3	1	6	1	2	4	4		2	4
Music: Vocal	4	22	11	4	18	16	5	16	18	2	11	8
Band	1	11	10	3	8	19	5	13	22	3	13	10
Orchestra		2	3	1	4	8	1	4	7		2	1
General		4	6		4	5		3	5		1	2
Traditional / Ethnic	1		2			2			3			
Visual Art	4	4	20	2	3	20	1	1	17		2	14
Integrated Arts			2			2			2			

Table 67. Number of district - wide, special, annual events to celebrate arts education programs within communities. Fall = September, October, November; Winter = December, January February; and Spring = March, April, May.

Events scheduled to celebrate the arts within communities.

The table for item 70 ilustrates the actual number of special, annual events held by the responding districts. While vocal music, band and visual art appear most frequently, every arts subject area is celebrated somewhere in Arizona at least twice a year at the primary, intermediate and / or junior high level.

Item 71.		
		%
Small Districts		16
Medium Districts		26
Large Districts		73
All Districts		25

Table 68. Percent of districts with district level policy encouraging schools to regularly support and maintain exhibition space.

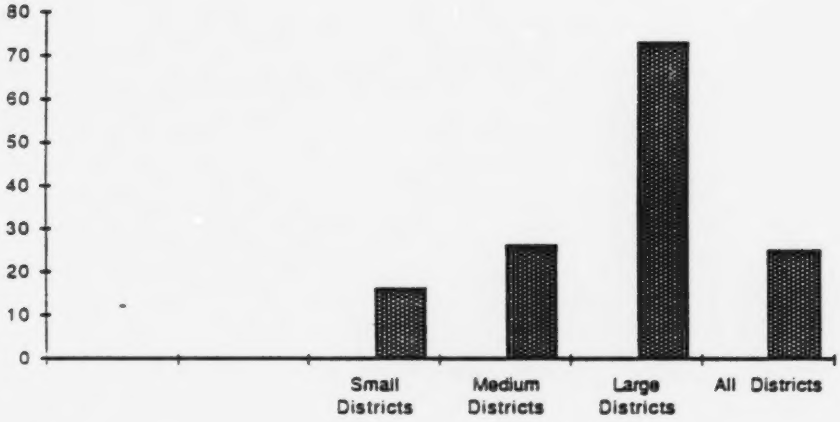

Chart 60. All districts: District policy on gallery and exhibition space

Districts with district policy on space for exhibitions.

Of all responding districts, 25% indicated a district policy encouraging schools to regularly support and maintain a special area to serve solely as an art gallery or exhibition area. Large districts are more apt to have such a policy (73% of respondents), than medium districts (26%) or small districts (16%).

Item 72.				
Small Districts	Primary	Intermediate	Junior High	High School
Creative Writing	5	5	5	0
Dance	0	0	0	0
Drama / Theatre	3	3	3	0
Music	2	2	0	0
Traditional / Ethnic	0	0	0	0
Visual Art	8	8	8	13
Integrated Arts	2	2	0	0
Medium Districts	Primary	Intermediate	Junior High	High School
Creative Writing	0	0	0	0
Dance	0	0	0	4
Drama / Theatre	0	0	0	4
Music	0	0	0	0
Traditional / Ethnic	0	0	0	0
Visual Art	0	0	3	0
Integrated Arts	0	0	0	0
Large Districts	Primary	Intermediate	Junior High	High School
Creative Writing	10	10	20	11
Dance	0	0	0	0
Drama / Theatre	0	0	0	0
Music	10	10	10	11
Traditional / Ethnic	0	0	0	0
Visual Art	50	50	50	33
Integrated Arts	10	10	10	11
All Districts	Primary	Intermediate	Junior High	High School
Creative Writing	4	4	4	2
Dance	0	0	0	2
Drama / Theatre	2	2	2	2
Music	2	2	1	2
Traditional / Ethnic	0	0	0	0
Visual Art	9	9	10	10
Integrated Arts	2	2	1	2

Table 69. Percent of districts with policy to accumulate archival evidence of student creations as part of a permanent record or collection.

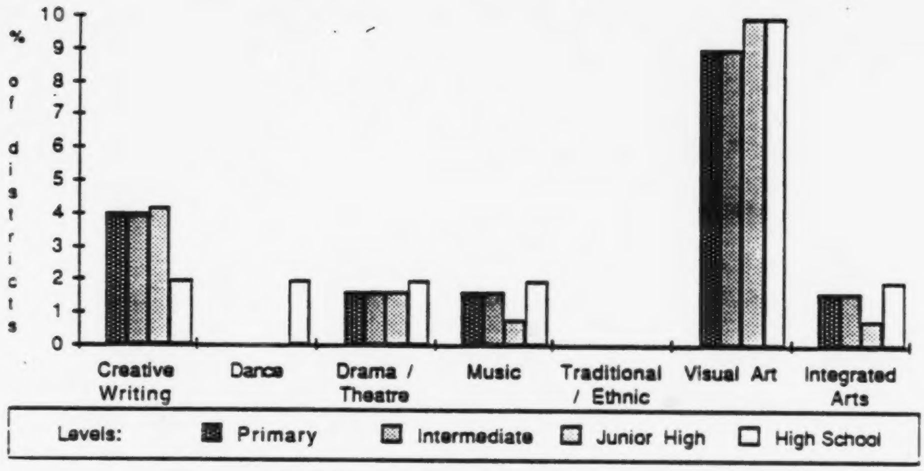

Chart 61. All districts: Policies to acculUlate archival evidence of creative work

District policy with regard to the accumulation of archival evidence of student creations as part of a permanent record or collection.

Fewer than 10% of all of the responding districts indicate a policy with regard to the accumulation of archival evidence of student creations.

Greatest frequency of policy occurs for visual art in 50% of the large districts and 13 % of the small districts with traces over all districts for creative writing (5 to 20%), music, drama / theatre and integrated arts at 2 to 11%.

SUMMARY

This portion of the report is used to present a general overview of the highlights of the survey findings.

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SUPERINTENDENT EVALUATIONS

Superintendents gave highest ratings to school boards, parents and teachers for their support of the arts.

The individual arts receiving the most community and professional support in the schools are music, creative writing, visual art and drama / theatre.

Exemplary or innovative arts programs currently in operation are represented by each of the arts and are found at primary, intermediate, junior high and senior high levels. Medium districts have exemplary programs represented in all the arts at all levels. Large districts have the most programs at all levels except at the primary level where dance is not offered. Small districts are represented with programs in all the arts at all levels except high school.

Most of the exemplary programs identified by the superintendents are in visual art, music or creative writing.

Superintendents listed funding and curriculum development as the most critical immediate and long range needs related to the improvement of arts instruction in their districts.

THE CONTENT OF ARTS SUBJECT AREAS

The specific content areas within creative writing vary considerably. Most frequently cited were fiction, poetry and non-fiction. Least cited were history of creative writing and criticism / appreciation.

Dance content areas most frequently included are production and performance. Criticism and aesthetics are included only at the senior high level.

In drama / theatre, the performance content areas of voice / movement, pantomime / acting receive greatest emphasis. Historical, critical, technical and analytical content receive least emphasis.

Most of the traditional / ethnic classes are included in the primary, intermediate and junior high levels and cover all content areas with local ethnic arts receiving the most emphasis.

General music, vocal and band are the content areas most often included in music at all grade levels and across district size. Other content areas occur at much less frequency.

Basic design, general art, drawing and painting are most frequently included as content in visual art. History of art, criticism / aesthetics, printmaking, pottery, sculpture, crafts, fibers and jewelry occur almost equally at a second level of frequency.

SCHEDULING OF ARTS

The arts are scheduled during the school day in various ways. The most frequent type of scheduling for music and visual art at all levels is as a separate subject.

Creative writing is scheduled most often at all levels as a part of other academic areas.

Traditional / ethnic classes are scheduled most often at all levels at the option of teachers.

Dance and drama / theatre are scheduled in the primary, intermediate and junior high levels most frequently at the option of teachers. At the senior high level, drama / theatre is scheduled as a separate subject and dance is scheduled equally as a separate subject and / or as a part of other academic areas.

ARTS TEACHERS, SUPERVISORS AND STUDENTS

Across all districts, 42% of the respondents employ at least one arts specialist. Ninety-one percent of large districts, 38% of medium districts and 36% of small districts employ arts specialists or supervisors.

FTE certified arts education teachers are employed most often in music and visual art.

The largest student enrollment in arts occurs in music and visual art at the primary and intermediate levels.

The ratio of all arts teachers to all students in the responding districts is 1 : 310.

GRADUATION REQUIREMENTS

Of the 58 districts with high schools, only 5 require one Carnegie units in fine arts for graduation from high school. One district requires one-half a unit.

Another five districts require one Carnegie unit in an area that includes fine arts with vocational / technical arts, foreign languages, history and other courses.

REQUIRED AND ELECTIVE COURSES

Average times per five instructional days required for students for each of the arts increases with each level from primary through senior high. Students spend an average of less than one hour in each art at the primary level, one hour and nine minutes at the intermediate level, one hour and fifty - five minutes in junior high (except for zero time in traditional / ethnic), and four hours, nine minutes in the senior high level of some, selected small and medium districts (except for no time required for traditional / ethnic nor general music).

RESPONSIBILITY FOR ARTS INSTRUCTION

Classroom teachers who are solely responsible for teaching arts, teach creative writing at the primary, intermediate and junior high levels more frequently than any of the other arts.

When a classroom teacher works with an arts teacher, music and visual art are most frequently taught.

Fewer than ten percent of all districts regularly utilize parents or community volunteers to enrich the arts program.

Artists in residence contribute at all levels and in all arts areas. They are employed most frequently in visual art, music and drama / theatre.

Fewer than five percent of the responding districts share arts teachers with other districts. This occurs most often with small districts sharing music teachers.

CURRICULUM

Extra-curricular programs are available in most of the arts at all levels and across district size.

For the preparation of curriculum, districts most frequently use the general arts guides provided by the Arizona Department of Education.

Thirty-eight percent of the districts have formal curriculum in arts; fewer than 10% of all districts are currently developing formal curriculum in the arts.

District level, written, sequential arts curriculums are most frequently mentined for music, visual art and creative writing. No written, sequential district level curriculum was reported for traditional / ethnic arts.

Arts teachers, classroom teachers and district - level arts specialists are most frequently responsible for authoring the written curriculum.

SPECIAL ARTS PROGRAMS

In addition to regular programs, district - wide special arts programs occur most frequently for the EMH/TMH, physically, emotionally, mentally, psychologically or multiply disabled and the academically gifted students. With lesser frequency, programs exist for the artistically gifted, at risk and bilingual / multilingual students.

INSERVICE AND PROFESSIONAL GROWTH

District support for arts teachers to attend seminars and conferences is highest for state and local attendance and low for regional and national attendance. Continuing education is supported less than attendance at state and local conferences.

Professional growth is encouraged through the provision of incentives such as travel and per diem, released time, advancement on the career ladder and the like.

STATE LEVEL RESOURCES FOR ARTS EDUCATION IMPROVEMENT

Districts reported that the most frequently used state resources for the arts are the Arizona Department of Education and the Arizona Commission on the Arts.

GOALS, MISSION STATEMENTS AND PLANS

Fewer than 35% of the districts include the arts in their district mission or goal statements. When they do, music, visual art and creative writing appear most often.

Thirty-six percent of the districts have a one year plan to provide funding and implementation of arts goals for music and visual art, 21% for drama / theatre and 8 to 19% for the other arts.

FUNDING

The total arts budget is 2% of the total (excluding M & O) budget for the reporting districts.

Of these arts budget dollars, most are spent on certified arts teachers and arts administrators.

Districts frequently utilize state agency grants and chapter two funds for arts instruction improvement.

Other resources include parent donations of both funds and services, grants from a variety of agencies and cultural organizations, local and community support, special fund raising events, student activity funds, booster clubs and the like.

Special gratitude is extended to the many individuals who gave so generously of precious time to assist in the development and completion of the survey. The following agents and agencies contributed to the formation and / or completion of this study:

Arizona Commission on the Arts

Shelley Cohn, Executive Director
Carol Jean Kennedy, Director: Artists in Education Program

Arizona Department of Education

C.Diane Bishop, Superintendent
Gretchen Boyer, Visual Art Specialist
Jeanne Belcheff, Performing Arts Specialist
Ray Van Diest, Fine Arts Specialist, Retired
Data Processing: E. F. "Rob" Roberts, CDP, (Manager) and Paul Marlang, Kim Park and Feliya Pacheco
Print shop: Vergie Bell, Elva Buckles, Cindi Davis
School Finance: Tom H. Lowe, Administrative Assistant III,
Secretarial support: Denise Bernett, Doris Tiano and Jean Fagan

Palo Verde Research Associates

Virginia M. Brouch, President
David Kelly, Statistics
Judith A. Kula, Associate
Sandra Peterson, Data Entry and Analysis

Preliminary Survey Reviewers and Contributing Commentators from other Agencies

- Arizona Alliance for Arts Education
  - Board Meeting : 19 members
- Arizona Art Education Association
  - Board Meeting : 10 members
  - Debbie Crawford Plum : Yuma School District #1
  - Debra Bobier McCarthy : Deer Valley Schools
- Arizona Arts and Creativity in Early Childhood
  - Board Meeting : 6 members
- Arizona Arts Supervisory Coalition
  - Rene Malmgren : Tucson Unified Schol District
  - Larry Mabbitt : Mesa School District
  - Michael Orlikoff : Paradise Valley School District
  - Hugh Callison : Washington Elementary School District
  - Mary Thielen : Chandler School District
  - Del Bohlmeyer : Phoenix Elementary District
  - Lottie V. Luian : Roosevelt Elementary District
  - Richard Philabaum : Phoenix Union High School District
- Arizona Association of Gifted and Talented
  - Nancy Stahl : President
- Arizona Board of Education
  - Betty Inman Lee

Arizona Dance Arts Alliance
    Amelia Zlamal : President
Arizona Humanities Association
    Jay Bush
Arizona Music Educators Association
    Mary Frances Fest : President
    Barrie Wells, Chair of the Research Committee
Arizona School Administrators Association
    Gayle Calley : Executive Director
    Norman Wilson
Arizona School Board Association
    Chuck Johnson : President
    Virginia Tinsley : Past President
Arizona Theatre Educators Association
    Larry Whitesell : President
    Ann Tully : Past President
Arizonans for Cultural Development
    Sam Campana : Executive Director
    Jack Whiteman : Chair of Committee of 100
    Carroll Rinehart
    Barbara Lewkowitz
Coconino Center for the Arts
    Elaine Thatcher : Folklorist
Higher Education Art
    Glenn Peterson
Maricopa County Community College District
    Gail Jamieson
    Bill Jamieson
    Joan Ritsch
University Colleges and Departments of Fine Arts at:
  Arizona State University
    Seymour Rosen, Dean
    Lin Wright, Rudy Turk, George Umberson and Leonard Lehrer
  Northern Arizona University
    Ray Newton, Dean
  University of Arizona
    Don Irving, Dean
    Jean Rush
Very Special Arts Arizona
    Barbara Yorkis : Executive Director
    Phoenix Board Meeting : 7 members

ARIZONA SCHOOL DISTRICTS

District superintendents were promised confidentiality with regard to responses and this applies to this section as well.

APPENDIX B: THE COVER LETTERS, DIRECTIONS AND SURVEY FORM USED FOR DATA COLLECTION

C. DIANE BISHOP
Superintendent

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
(602) 255-4361

January 8, 1988

Dear Superintendent:

We are requesting your participation in the first, statewide survey on the status of arts education in our schools. Data collected will serve as a knowledge base from which supporting agencies will work to lobby for and to provide services to assist you in the development of qualitative arts programs for our youth.

The survey is co-sponsored by the Arizona Department of Education and the Arizona Commission on the Arts. A professional research agency is conducting the survey and will statistically analyze the survey data as well as produce a comprehensive report on arts education. This report will be shared with the concerned agencies (examples, National Endowment for the Arts, state education departments) within and outside of Arizona and will be available to you before the end of this academic year.

A letter to your school board president is enclosed for your use.

Please complete and return the survey to us on or before February 5, 1988. Your contribution is vital to the value of this work and we thank you for your time and effort.

Sincerely,

C Diane Bishop
C. Diane Bishop
State Superintendent
Arizona Department of Education

Shelley m Cohn
Shelley M. Cohn
Executive Director
Arizona commission on the Arts

nha829

Enclosure

C. DIANE BISHOP
Superintendent

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
(602) 255-4361

January 8, 1988

Dear School Board President:

We have requested the participation of your school superintendent in the first statewide survey of arts education in our schools.

More than fifty individuals from the organizations listed below have contributed to the development of this survey. Their efforts reflect the growing and firm commitment of both education and arts agencies to work with local school district administrators to reach larger numbers of students in significant ways and to move the arts to new levels of excellence.

Arizona Commission on the Arts
Arizona Department of Education

Arizona Alliance for Arts Education
Arizona Art Education Association
Arizona Arts and Creativity in Early Childhood
Arizona Arts Supervisory Coalition
Arizona Association of Gifted and Talented
Arizona Board of Education
Arizona Dance Arts Alliance
Arizona Humanities Association

Arizona Music Educators Association
Arizona School Administrators Association
Arizona School Board Association

Arizona Theatre Educators Association
Arizonans for Cultural Development

Coconino Center for the Arts
Higher Education Art

University Colleges and Departments of Fine Arts at Arizona State University, Northern Arizona University and University of Arizona
Very Special Arts Arizona

Data from the survey will be tabulated in general categories with which you can compare your district when the final report is available in May of this year.

We appreciate the cooperation of our local districts in research of this nature and look forward to hearing the final data with you.

Sincerely,

C. Diane Bishop

C. Diane Bishop
State Superintendent
Arizona Department of Education

Shelley M. Cohn
Executive Director
Arizona Commission on the Arts

nha829

THE FIRST STATEWIDE SURVEY ON THE STATUS OF ARTS EDUCATION IN ARIZONA PUBLIC SCHOOLS

JANUARY 1988

CO-SPONSORED BY:

ARIZONA COMMISSION ON THE ARTS
ARIZONA DEPARTMENT OF EDUCATION

CONDUCTED BY:

PALO VERDE RESEARCH ASSOCIATES
PHOENIX, ARIZONA

PARTICIPATING DISTRICT:

I hereby verify that I have reviewed the materials provided and that this survey is completed to the best of our district ability.

Superintendent Date

GENERAL DIRECTIONS:

1. This survey is divided into three sections:

    Superintendent's Pages 1-2 include items numbered 1 through 7 to be addressed by the superintendent;

    Budget Pages 1-4 include items numbered 8 through 14 which may be delegated to a budget director or the head of a district business office;

    Arts Pages 1-14 include items numbered 15 through 74 which may be delegated to a district level fine arts specialist or fine arts coordinator.

2. IF DELEGATED, please do so before completing the Superintendent's pages 1-2. Upon review of delegated materials and upon completion of the Superintendent's pages, please sign in the space provided on the front cover of this survey and return all materials in the postage paid envelope addressed to:

    PALO VERDE RESEARCH ASSOCIATES
    P. O. Box 82187
    Phoenix, AZ 85071

    Please return this survey before or on Feb. 5, 1988.

3. This survey is designed to obtain information from three major types of school districts in Arizona: Elementary, Unified and High School. Please respond only to those levels which exist in your district.

4. If there are any questions during the processing of the survey, feel free to contact either:

Carol Jean Kennedy Education Director Arizona Commission on the Arts	255-5882	or	Gretchen Boyer Fine Arts Specialist for Visual Arts Arizona Department of Education	255-3051

5. The final report will contain only compilations of information by size of district, individual art area and by levels of instruction.

    Should you wish to compare your district with grouped data from districts of similar size, please retain a copy of your responses to this survey for use when the final report is available.

1. Using a scale wherein

3 = high
2 = medium
1 = low

rate the level of support for arts education in your district:

	Board	Parents	Teachers	Community	Business
Creative Writing					
Dance					
Drama/Theatre					
Music					
Traditional/Ethnic					
Visual Arts					
Integrated Arts					

*** In this survey, "Traditional/Ethnic" refers to the artistic expressions of groups of people defined in terms of their ethnic heritage, geographical region, occupation, religion, family or kinship group, community, etc.

"Integrated Arts" is a category used to represent programs wherein many arts and/or their appreciation are taught under an umbrella title such as "arts" or "fine arts" or "humanities," etc., rather than as separate subjects. This category is exclusive of such areas as industrial, technical and vocational arts.

2. Using a scale wherein

3 = high
2 = medium
1 = low

rate the level of involvement in arts education in your district:

	Board	Parents	Teachers	Community	Business
Creative Writing					
Dance					
Drama/Theatre					
Music					
Traditional/Ethnic					
Visual Arts					
Integrated Arts					

3. Does your district have an exemplary or innovative program currently in operation in any of the arts? →

	Primary	Intermediate	Junior High	Senior High	Extra Curricular
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

4. If there is an exemplary program, what makes that program special?

○ Administrators
○ Teachers
○ Students
○ Curriculum/Program Objectives
○ Artists in Residence and/or Visiting Artists
○ Other: Please Specify:

5. Does your school currently have a magnet school for the fine arts?

Yes ○

No, but one is in our plans for addition within the next five years. ○

No. There are no plans for a magnet school for our district within a foreseeable future. ○

6. As you perceive them, please list the most critical needs your district has with regard to the improvement of arts instruction:

Immediate (1-3 years)	Long Range (4+ years)
1.__________	1.__________
2.__________	2.__________
3.__________	3.__________
4.__________	4.__________
5.__________	5.__________

7. Below is a list of agencies whose members participated in the construction of this survey and whose members anticipate using the results of this study to improve services to schools. Please check in the spaces provided if you would like more information from any of these agencies regarding their work with Arizona schools.

☐ Arizona Alliance for Arts Education
☐ Arizona Art Education Association
☐ Arizona Arts and Creativity in Early Childhood

☐ Arizona Arts Supervisory Coalition
☐ Arizona Association of Gifted and Talented
☐ Arizona Board of Education
☐ Arizona Commission on the Arts

☐ Arizona Dance Arts Alliance
☐ Arizona Department of Education
☐ Arizona Humanities Association
☐ Arizona Music Educators Association

☐ Arizona School Administrators Association
☐ Arizona School Board Association
☐ Arizona Theatre Educators Association
☐ Arizonans for Cultural Development

☐ Coconino Center for the Arts
☐ Higher Education Art
☐ University Colleges and Departments of Fine Arts at Arizona State University, Northern Arizona University and University of Arizona
☐ Very Special Arts Arizona

*** The superintendent's portion of the survey is now completed. Thank you for your time and effort on behalf of this important research.

Please complete the following items using data from the 1986-1987 school year:

8. Total Budget (all categories) $

8.1. Total for Certified Payroll (5100) $

Total for Arts specialists (5140) $

Total for Arts administrators (5130) $

8.2. Total for Instructional Materials (5410) $

Total for Arts supplies, materials, consumables, small tools, etc. (Include AV and Library funds for arts). $

8.3. Total for Capital Outlay (5800) $

Arts - related Equipment Total —— $

8.4. (5830): Less than $300: —— $

Total for Arts: Less than $300 $

8.5. (5831): More than $300: —— $

Total for Arts: More than $300 $

8.6. (5860): District adopted texts: —— $

Total for district adopted texts for Arts $

8.7. Total for Field Trips (5210) —— $

Students attend as audience (art museums, concerts, demonstrations, performances) —— $

Students attend as participants (competitions, exhibits). —— $

Students perform community service (hospitals, elderly, community service organizations, etc.) —— $

8.8. Total for Purchased Services (5730) —— $

Services by professional artists: (performances, exhibits, artists in residence, visiting artists, etc.) $

9. **1986-1987 Certified Payroll for Arts Teachers and Arts Administrators by subject area (5140 and 5130):**

	$ arts teachers	$ arts administrators
Creative Writing		
Dance		
Drama/Theatre		
Music: Vocal		
Band		
Orchestra		
General		
*** Traditional/Ethnic		
Visual Arts		

*** Traditional/Ethnic refers to artistic expressions of groups of people defined in terms of their ethnic heritage, occupation, religion, geographical region, family or kinship group, community, and so forth.

10. **Instructional Materials for each arts area (5410): 1986-1987**

	$ Materials
Creative Writing	
Dance	
Drama/Theatre	
Music: Vocal	
Band	
Orchestra	
General	
Traditional/Ethnic	
Visual Arts	

(This category includes AV/Library resources for arts, arts supplies, materials, consumables and small tools.)

11. **Capital Outlay for arts instruction for categories: 1986-1987**

	5830 Less than $300	5831 More than $300	5860 Arts Texts
Creative Writing			
Dance			
Drama/Theatre			
Music: Vocal			
Band			
Orchestra			
General			
Traditional/Ethnic			
Visual Arts			

12. 1986-1987 **Expenditures for art-related Field Trips (5210):**

Audience: Readings of literature/poetry; performances of dance, music, theatre: traditional/ethnic, visual arts demonstrations; art museums/galleries.

Participants: Competitions and/or presentations of works created and/or to be performed.

Community Service: Trips to share arts with community service organizations, hospitalized, elderly, businesses, etc.

	$ students attend as audience	$ students attend as participants	$ students perform community service
Creative Writing			
Dance			
Drama/Theatre			
Music: Vocal			
Band			
Orchestra			
General			
Traditional/Ethnic			
Visual Arts			
Integrated Arts			

13. 1986-1987
Purchased Services (5730):
Expenditures for Services by Professional Artists

1. Performances: Poetry readings, dances, plays, concerts, artist demonstration of traditional/ethnic and/or visual arts.
2. Exhibits: Shows and/or displays of visual arts.
3. Artists in Education: Artists in residence, visiting artists, guest artists.
4. Other: All other purchased services involving the arts not accounted for by the above three categories.

	$ Performances	$ Exhibits	$ Artists in Education	$ Other
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				

14. 1986-1987
Arts expenditures by instructional levels:

	Primary	Intermediate	Junior High	Senior High
Arts Administrators 5130 $				
Arts Teachers 5140 $				
Instructional Materials 5410 $				
Capital 5800 + 5830 + 5831 $				
Adopted Arts Texts 5860 $				
Field Trips (5210) as audiences $				
as participants $				
as community service $				
Purchased Services 5730 $				

The budget section is now completed. Thank you for your time and effort on behalf of this process.

For each of the following, please check those content areas that are included as classes taught in your district.

15. **Creative Writing**

	Primary	Intermediate	Junior High	Senior High
History of Creative Writing	○	○	○	○
Criticism and Appreciation	○	○	○	○
Fiction	○	○	○	○
Non-fiction	○	○	○	○
Journalism	○	○	○	○
Poetry	○	○	○	○
Publishing	○	○	○	○

16. **Dance**

	Primary	Intermediate	Junior High	Senior High
History of Dance	○	○	○	○
Criticism and Aesthetics	○	○	○	○
Choreography	○	○	○	○
Technique: Modern	○	○	○	○
Ballet	○	○	○	○
Jazz	○	○	○	○
Tap	○	○	○	○
Musical Theatre Performance	○	○	○	○
Production	○	○	○	○

17. **Drama/Theatre**

	Primary	Intermediate	Junior High	Senior High
History of Drama	○	○	○	○
Criticism / Appreciation	○	○	○	○
Voice / Movement	○	○	○	○
Pantomime / Acting	○	○	○	○
Play reading	○	○	○	○
Playwriting	○	○	○	○
Technical Theatre	○	○	○	○
Directing	○	○	○	○
Literature Analysis	○	○	○	○

18. **Traditional / Ethnic (Folk Arts) *****

	Primary	Intermediate	Junior High	Senior High
History of Folk Arts	○	○	○	○
Appreciation	○	○	○	○
Local Ethnic Arts	○	○	○	○
State Ethnic Arts	○	○	○	○
Regional Ethnic Arts	○	○	○	○
International Ethnic Arts	○	○	○	○

*** Artistic expressions of groups of people defined in terms of their ethnic heritage, geographic region, occupation, religion, family or kinship group, community, etc.

Please continue to check those content areas included as classes that are taught in your district:

19. **Music**

	Primary	Intermediate	Junior High	Senior High
Vocal	○	○	○	○
Instrumental: Band	○	○	○	○
Instrumental: Orchestra	○	○	○	○
General Music	○	○	○	○
Music Theory	○	○	○	○
History of Music	○	○	○	○
Criticism / Analysis	○	○	○	○
Perception / Appreciation	○	○	○	○
Composition / Improvisation	○	○	○	○

20. **Visual Arts**

	Primary	Intermediate	Junior High	Senior High
History of Art	○	○	○	○
Criticism / Aesthetics / Appreciation	○	○	○	○
Basic Design/General Art	○	○	○	○
Drawing, Painting	○	○	○	○
Printmaking	○	○	○	○
Pottery, Sculpture	○	○	○	○
Crafts: Fibers, Jewelry	○	○	○	○
Photography, Filmmaking	○	○	○	○
Advertising / Graphic Design	○	○	○	○

Please indicate how each of the following arts subjects is generally scheduled:

21. **Creative Writing**

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

22. **Dance *****

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

*** Oftentimes dance is included as movement science in the PE Department.
If that is the case in your district, please check here: ○

Please continue to indicate how each of the following is generally scheduled:

23. **Drama / Theatre**

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

24. **Music**

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

25. **Traditional / Ethnic (Folk Arts)**

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

26. **Visual Arts**

	Primary	Intermediate	Junior High	Senior High
Separate Subject	○	○	○	○
Part of Humanities	○	○	○	○
Part of Fine Arts	○	○	○	○
Part of other academic area(s)	○	○	○	○
Option of teachers	○	○	○	○
Varies from school to school	○	○	○	○

27. **Integrated Arts *****

If there is an integrated arts course offered, please indicate which of the subjects listed are included in such a program in your district.

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○

*** For the purposes of this survey, INTEGRATED ARTS is a category used to represent programs wherein many arts and/or their appreciation are taught under an umbrella title such as "arts" or "fine arts" or "humanities", etc., rather than as separate subjects. This category is exclusive of such areas as industrial, technical and vocational arts.

28. Total number of full-time equivalent (FTE) teachers in your district: 1987 - 1988: ☐

29. Number of FTE certified arts education specialists at each level in 1987 - 1988:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

30. Please indicate the average minutes per five instructional days required for all students in each arts subject listed:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

31. How many of these minutes are taught by a specialist who is certified in the subject being taught?

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

32. Please indicate the number of days per week that required arts groups meet:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

33. Please indicate the average minutes per five instructional days elective for all students in each arts subject:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

34. How many of these elective minutes are taught by a specialist who is certified in the subject being taught?

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

35. Please indicate the number of days per week that elective arts groups meet:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

36. Number of students enrolled in each arts area during the

1986 - 1987 academic year:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

37. Which of the subjects to the right are taught in a room that is designed, furnished and assigned primarily for instruction in that art?

	All schools	Over 50%	Less than 50%	None
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music: Vocal	○	○	○	○
Band	○	○	○	○
Orchestra	○	○	○	○
General	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

38. At the district level, how many arts specialists or supervisors are there?

None ○ # =

39. For which arts are the supervisors responsible?

Creative Writing ○
Dance ○
Drama/Theatre ○
Music: Vocal ○
Band ○
Orchestra ○
General ○
Traditional/Ethnic ○
Visual Arts ○
Integrated Arts ○

40. For which arts are the district level supervisors certified?

Creative Writing ○
Dance ○
Drama/Theatre ○
Music ○
Visual Arts ○

41. Is there a coordinator and/or supervisior at the district level who is responsible for the arts programs but who is certified in some other academic area? No ○ Yes ○

If yes, in what area(s) of specialization is this person certified? ____________________

____

42. Student performance in the arts is reported by (check all that apply):

	No formal method of reporting	Editorial comment	Letter or number grades	Parent / teacher conferences	Other: Please Specify:
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

FOR HIGH SCHOOL ONLY:

43. For graduation from high school, does your district require:

	More than one Carnegie unit in Fine Arts	One Carnegie unit in Fine Arts	One unit in elective area that includes Fine Arts	No Fine Arts required for graduation
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○

FOR ELEMENTARY ONLY:

44. Which arts are taught solely by the classroom teacher?

	Primary	Intermediate	Junior High
Creative Writing	○	○	○
Dance	○	○	○
Drama/Theatre	○	○	○
Music	○	○	○
Traditional/Ethnic	○	○	○
Visual Arts	○	○	○
Integrated Arts	○	○	○

FOR ELEMENTARY ONLY:

45. Which arts are taught by the classroom teacher in cooperation with a regularly scheduled certified arts teacher?

	Primary	Intermediate	Junior High
Creative Writing	○	○	○
Dance	○	○	○
Drama/Theatre	○	○	○
Music	○	○	○
Traditional/Ethnic	○	○	○
Visual Arts	○	○	○
Integrated Arts	○	○	○

46. Which arts are enriched or team taught by a parent and/or community volunteer as part of the regular district curriculum?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

47. Which arts are enriched by an artist in residence?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

48. When the arts program is augmented by various delivery systems (including parents, volunteers and artists in residence, approximately what percent of the total program does such augmentation involve?

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

49. Which arts are taught by certified arts teacher(s) shared with (a) neighboring district (s) ?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

50. Are there district-wide extra-curricular programs for any of the subjects listed?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music: Vocal	○	○	○	○
Band	○	○	○	○
Orchestra	○	○	○	○
General	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

51. When are the extra-curricular or pull-out programs generally scheduled?

	Before school	During lunch	After school	Pull-outs during classes	Saturdays	Other: Please Specify
Creative Writing	○	○	○	○	○	○
Dance	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○
Music: Vocal	○	○	○	○	○	○
Band	○	○	○	○	○	○
Orchestra	○	○	○	○	○	○
General	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○

52. Please indicate which of the arts are specifically included in the current mission or goals statements of the district?

	Included now	Plan to include in next revision
Creative Writing	○	○
Dance	○	○
Drama/Theatre	○	○
Music	○	○
Traditional/Ethnic	○	○
Visual Arts	○	○
Fine Arts	○	○

53. For how many years at a time does the district plan provide for funding and implementation of the arts education mission and/or goals?

	1 year	2 years	3 years	4 years	5 or more
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

***** For the next five items, please differentiate between curriculum GUIDES (published guidelines which may or may not be used to construct curriculum and/or instruct, but are considered most often as aids in the authoring of a specific curriculum for a school or school district) and CURRICULUM (the organized, written, sequenced program of study actually used and rather strictly followed in the instruction of a given subject or course of study).**

54. Does your district use any of the following general arts guides in the preparation of curriculum?

	Guides from other Districts	Guides from Arizona Dept. of Education	Guides from other States	Guides from Arts Education Associations	Commercial Texts
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

55. For which subjects is there a written, sequential, district level arts curriculum?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

56. WHO is responsible for authoring the written curriculum in use? (Check all that apply):

	Classroom teachers	Arts teachers	District Specialists	Outside Consultants	Other: Please Specify:
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

57. If a written, sequential curriculum does not exist, is your district currently developing formal curriculum in any of these arts areas?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

58. In which subjects are there regularly scheduled staff meetings where curriculum, lessons, materials, programs are discussed, articulated, developed and/or evaluated by the arts teachers?

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

59. How frequently are these regularly scheduled meetings held within the district?

	Weekly	Monthly	Once a Semester	Annually	Other: Please Specify:
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

60. **In addition to regular programs, are special arts programs provided for any of the following student groups?**

	Yes	No
EMH/TMH/physically, emotionally, mentally psychologically or multiply disabled:	○	○
Gifted: Academic:	○	○
Gifted: Artistic:	○	○
Bilingual / Multi-lingual:	○	○
At Risk: Low achievers, substance abusers, potential dropouts, other:	○	○

61. **For which of the following groups are inservice ARTS workshops and/or seminars provided by the district at least once a year?**

	All teachers	Arts teachers	District level		Other: Please specify:
			supervisors	specialists	
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

62. **In your district, what agencies and/or personnel generally provide the inservice arts offerings?**

	Arts teachers/ supervisors	Artists	Higher educ. professors	Az. Dept. Ed personnel	Arts education associations	Cultural institutions/ organizations	Other: Please Specify:
Creative Writing	○	○	○	○	○	○	○
Dance	○	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○	○
Music	○	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○	○

63. **For which of the following are arts teachers supported by the district for professional growth attendance?**

	Seminars & Conferences:				Continued education	Other: Please Specify:
	local	state	regional	national		
Creative Writing	○	○	○	○	○	○
Dance	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○
Music	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○

64. For which of the following are arts administrators supported by the district for professional growth attendance?

	Seminars & Conferences:				Continued education	Other: Please Specify
	local	state	regional	national		
Creative Writing	○	○	○	○	○	○
Dance	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○
Music	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○

65. In how many of the following ways are arts personnel supported for attendance at professional growth seminars, workshops, retreats and conferences?

	Released time	Paid subs	Travel & per diem	Credit toward salary increase	Advancement on career ladder	Other: Please Specify
Creative Writing	○	○	○	○	○	○
Dance	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○
Music	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○

66. Which of the following funding resources are regularly used for the improvement of arts instruction in your district?

	K-3 Funding	Chapter 2 Funding	Chapter 1 Funding	Business donations	Endowments Foundations	Agency grants	
						State	National
Creative Writing	○	○	○	○	○	○	○
Dance	○	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○	○
Music	○	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○	○

67. Which of the following local resources are regularly used for the improvement of arts instruction in your district?

	Local Arts Council	Community Colleges	Libraries	Parks and Recreation	City arts programs	Cultural organizations	PTO/ PTA	Student Activities	Booster Clubs
Creative Writing	○	○	○	○	○	○	○	○	○
Dance	○	○	○	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○	○	○	○
Music	○	○	○	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○	○	○	○

68. Which of the following state resources does your district regularly utilize for human, technical and/or financial assistance for arts education?

	Az Dept Education	Az Commission on the Arts	Az Arts Education Associations	Cultural Institutions/ Organizations	University Support
Creative Writing	○	○	○	○	○
Dance	○	○	○	○	○
Drama/Theatre	○	○	○	○	○
Music	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○
Visual Arts	○	○	○	○	○
Integrated Arts	○	○	○	○	○

69. Which of the following electronic resources are used for arts production experiences?

	Educ. TV	Films/ Video	Cassette Tapes	Computers	Synthesizer	Other: Please Specify:
Creative Writing	○	○	○	○	○	○
Dance	○	○	○	○	○	○
Drama/Theatre	○	○	○	○	○	○
Music	○	○	○	○	○	○
Traditional/Ethnic	○	○	○	○	○	○
Visual Arts	○	○	○	○	○	○
Integrated Arts	○	○	○	○	○	○

70. If you have district-wide, special, annual events to celebrate your arts education programs with your community please indicate the month(s) for each subject area:

	Primary	Intermediate	Junior High	Senior High
Creative Writing				
Dance				
Drama/Theatre				
Music: Vocal				
Band				
Orchestra				
General				
Traditional/Ethnic				
Visual Arts				
Integrated Arts				

Use this space for additional comments/listings:

71. As district policy, are schools encouraged to regularly support and maintain a special area to serve solely as an art gallery or exhibition space?

Yes ○ No ○

72. As district policy, is archival evidence(***) of student creations accumulated as part of a permanent record or collection?

***= Original compositions, slides, films, tapes, publications, etc.

	Primary	Intermediate	Junior High	Senior High
Creative Writing	○	○	○	○
Dance	○	○	○	○
Drama/Theatre	○	○	○	○
Music	○	○	○	○
Traditional/Ethnic	○	○	○	○
Visual Arts	○	○	○	○
Integrated Arts	○	○	○	○

73. Please report on the number of events and numbers of students participating in field trips:

Audience: Readings of literature/poetry; performances of dance, music, theatre; traditional/ethnic, visual arts demonstrations; art museums/galleries.

Participants: Competitions and/or presentations of works created and/or to be performed.

Community Service: Trips to share arts with community service organizations, hospitalized, elderly, businesses, etc.

	as audience		as participants		community service	
	# events	#attending	# events	#attending	# events	#attending
Creative Writing						
Dance						
Drama/Theatre						
Music: Vocal						
Band						
Orchestra						
General						
Traditional/Ethnic						
Visual Arts						
Integrated Arts						

74. Please list and, if possible, briefly describe arts programs in your district that may not have been included in this survey (eg., electronic music, laser art, film and video production, etc.).

Thank you for your cooperation in the completion of this survey.

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